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THE TEACHERAGE—

the Solution of the Boarding Problem for the Country Teacher.



Meditation of a Member of a Board of Education

Suggested by Calvin N. Kendall, Commissioner of Education for New Jersey

Whereas, The Constitution of New Jersey states that the Legislature shall provide for the maintenance and support of a thoro and efficient system of free public schools for the instruction of all the children in this State between the ages of 5 and 18 years, and

Whereas, The community has to a large extent entrusted to me, as a member of the Board of Education, the care of its children, and

Whereas, I have assumed this obligation voluntarily and have taken a solemn oath to fulfill the duties of my office, and

Whereas, The State gives me authority to carry out the purposes for which I have been elected,

I therefore, at the beginning of a new school year, affirm the following:

I believe in education, in training and in good schools. If I did not so believe I should not serve on the board.

I believe that my position is one demanding thoughtful, broad-minded and unselfish service; that it is a place of educational leadership and opportunity; that I must therefore seek to know what present school conditions are and also what they ought to be in order to meet my responsibilities.

I realize that the most important factor in any school is the teacher, hence I will use every effort to have good teachers in all schools. I will not be satisfied with a teacher whom nobody else wants, just as I would not be satisfied with a horse or a machine that nobody else wanted. Even if I myself were willing to accept a poor teacher it would be a wrong to the children for whom I am trustee. I am bound by every consideration to give them the best that the district can afford.

I believe that the best teachers are more economical at any price than the unprepared, incapable or perhaps indifferent teachers at a minimum outlay. I believe it my duty at all times to do my utmost to see that well qualified teachers are employed.

I favor asking the superintendent, the supervising principal or the county superintendent to recommend teachers to fill vacancies. Such an officer has a better knowledge of the means of finding good teachers than the Board can have. He should be a better judge of teachers than the Board can be. To throw this responsibility on him will, first, relieve the Board from the responsibility of hunting up teachers; secondly, be well for the growth of the superintendent; third, follow the practice, or indeed the rule, already in operation in many towns and cities thruout the country; fourth, in the long run secure for our schools better teachers. Of course the superintendent will make some mistakes in judgment, for he is human, but he is not liable to make so many mistakes in this important matter as the Board itself.

I will not allow personal bias to influence me in the choice of teachers, whether that bias be political, religious, social or family. The schools exist for the children. They do not exist to furnish employment for anybody. Only the most

competent persons available should be employed. Because a young woman happens to be the daughter of a friend or a relative is not in itself proof that she will be a good teacher. There should be no favoritism in the appointment of teachers. I find nothing in the school law which demands that a member of the Board of Education shall see that places are found in the schools for his relatives, particularly if the finding of such places be at the expense of the children to be taught.

I will give my hearty support to the teacher. I will not believe any gossip or other reports until I have heard from the teacher herself. I will not make up my mind about complaints from parents and children concerning the teacher until I have heard her side. It is easy to complain and criticise. I will commend her for good work, and advise her kindly to the best of my ability. I will help and not "knock."

If the district is fortunate enough to have the services of a teacher who is stirring things up in the right way and making a better school I will get behind her and encourage her. I believe that the schools need more teachers who, by departing from some of the ordinary ways of teaching, will make the children more interested in their work.

I will endeavor to give to my constituents better schools for their taxes, rather than give them lower taxes at the risk of poorer schools. I will urge and insist on a liberal but not extravagant financial school policy. I will not consent to be known as a penurious member of the Board of Education.

I believe that the people want good schools and are ready to pay for them if they are properly carried on. I believe an increasing number of people feel that a good school is an institution that pays large dividends if the money is carefully and honestly expended. I realize that the expense of living has greatly increased of late years. When people complain of the increasing cost of schools I will remind them that practically everything costs much more now than half a generation ago. I do not believe in cheap schools nor in economizing at the expense of children. They are by all means the most valuable of our possessions, and a good school is their right.

I will respectfully hear from residents of the district suggestions as to policy or procedure, having constantly in mind, however, that the duty and responsibility of running the school rests with the Board and not with the residents at large.

I will visit schools, not only to see the work of the teacher, but to receive inspiration and courage myself by coming into close personal contact with children. The work that I am doing as a member of the Board of Education is for children, and the more I see of them in the schools the more satisfaction will I get from my work.

I will have the things the teacher needs, such as paper, ink, pens and pencils, at the school before it opens. I know the children cannot

work successfully unless they have tools. It costs no more to have the necessities for school work on hand the first day of the term than later. These tools should be of good quality.

I do not want the teacher to be extravagant or to have materials that she will not use, but I want her to know that we are going to furnish what is necessary for the welfare of the children. I will remember when she asks for supplies that they are not for herself but for the children.

I will use my influence to have good, clean and not dilapidated textbooks supplied promptly and in sufficient number so that the children shall not be hindered from doing their daily work in reading, arithmetic and the other school subjects.

I will have good wall maps so that the pupils may have this necessary apparatus for their work in geography and history.

I will have supplementary reading material in the schools, for such extra reading material is a necessity if children are to make good progress in reading.

I will have the teacher supplied with material for seat work so that she may give the little children something to do while they are waiting for their turn to "recite." I believe it is positively wrong for young children to be compelled to sit in school with nothing to do. No children in my district shall be forced to learn habits of idleness in this way if I can help it.

I will, from time to time, inspect the outbuildings to see that they are clean, in good order and not defaced by improper markings. It is criminal to injure the morals of innocent boys and girls by forcing them to use outbuildings which teach or suggest immorality. The teacher must do her part, but I must do mine. The State law requires that "the Board of Education shall have outhouses and water closets kept in a clean and wholesome condition."

I will use my influence to see that the school-house, inside and out, is kept in good repair. Railroad companies believe it to be economy to keep their property in good condition. It is a waste of money to allow a building to remain unpainted when it needs paint; to allow a board to be loose, a handrail to be rickety, or a door to hang on one hinge. I want the teacher to train the older pupils, both girls and boys, to take pride in keeping the school premises attractive and in good order. The older boys may themselves make some of the repairs, but I will also do my part. I will praise them when they do these things in and about the school. I want them to feel that it is *their* school.

I believe that children should be in school at all times when the schools are in session unless they are prevented by sickness, severe storms or bad roads. Much of the waste in schools is caused by poor attendance. Teachers cannot teach children unless the children are in school. I know that the district loses money in the apportionment of State funds because of unnecessary absence of children from school, for each day's attendance counts in the distribution of

A STUDY IN SCHOOL SUPERVISION

Henry C. Krebs, Superintendent of Schools, Somerset County, N. J.

Every schoolman of experience knows that a class of pupils even of the primary grades has an almost uncanny ability to "size up" a teacher with an accuracy that defies analysis. If the supervisor knows the prevailing class sentiment in regard to a teacher he has the best estimate of her ability that can be formed.

The Inquiry.

Likewise in order that supervisors may see themselves as their teachers see them, this study was undertaken. On January 19 of this year the following letter was sent to every county and city superintendent in the state of New Jersey: "To County and City Superintendents:

Please send me the names and addresses of two of the best teachers in your county who have taught under a supervising principal three years or more. Please select one from a small school and one from a large graded school. I wish their assistance in a little study I am making on Supervision as Teachers See It.

I shall thank you for your co-operation."

As a result of the replies to this circular the following letter was sent to all the teachers named by the superintendents:

"My dear Miss Blank:

I am preparing a talk to be given to the superintendents of this state on the subject, Supervision as Teachers See It. You are one of a number whom I am asking to assist me in making this talk valuable to the superintendents.

If you are willing to help, please write me on the following points:

- 1—How does supervision help?
- 2—Does supervision do harm by hampering the freedom of the teacher?
- 3—Does supervision do harm in any other respect?
- 4—Are teachers generally glad for supervision?
- 5—What qualities should a supervisor possess?
- 6—How may supervision be made more effective?

By supervision I mean the direction of a principal or superintendent—not that of a special supervisor of drawing, etc.

The foregoing questions indicate what I want. Include any other pertinent points you may think of. My purpose is to make the talk as helpful as possible to the superintendents. No one knows as well as the teachers supervised the good points and the bad points of supervision; hence their views are of prime importance.

I desire to have your *real* opinions on this subject. Otherwise I cannot get down to the ground floor. In order to protect your name, I will ask you to send your reply to me without heading or signature. I will have it typewritten, and pledge myself to destroy your letter and envelope. In this way the subject will be treated impersonally in my talk.

Personal experiences will be to the purpose."

It is evident that the following points were observed:

- 1—The teachers were chosen from all parts of the state.
- 2—They were selected from rural as well as city districts.
- 3—All had served under supervision for at least three years.
- 4—They were selected by the superintendents as being among their distinctively good teachers.
- 5—By writing anonymously the personal element was eliminated, and there was an unreserved expression of opinion.

We have, therefore, in this paper, not the protests of incompetent teachers, not the criticisms of those who have never known supervision of a good quality, but the honest judgment of good teachers written under circumstances that would tend to freedom of expression. In any study of supervision such a body of opinion cannot possibly be excluded; and it is as liable to be correct as the judgment of the teacher by the class.

How Supervision Helps.

In answer to the first question, "How does supervision help?" the point is made by several teachers that it unifies the school system. One

says, "Certain general methods must be followed in succeeding grades. A child should not be taught one method of procedure in a certain class and required in the next grade to learn a different method for the same or corresponding operation." Emphasis is also laid on the necessity of the establishment of standards in the various grades.

There is a large chorus of opinion that supervision gives teachers suggestions. Coupled with that feeling is the qualification that this helpfulness depends largely on the attitude of the supervisor. One teacher says: "First and foremost supervision depends mainly on the personality of the supervisor and the teacher supervised. If one feels that the supervisor is coming in to look for weaknesses only, his visit will do very little good. If, on the other hand, a teacher feels that the supervisor is her *friend* as well as *critic*, his visits will be looked forward to and always welcomed." Another writes: "Wise supervision is not at all analogous to a policeman's duty—the peeping and prying I have seen in some schools. My idea is frank observation; then a *comparison* of the supervisor's ideas with those of the teacher. Very often the teacher is right, for her development lessons must be such as will appeal to the greatest number. The observer should know the entire situation before passing judgment. The *true* supervisor realizes this and in comparing his ideas with the teacher's he will profit by her methods and she, thru his suggestion, will profit by his."

A number of replies makes the point that supervision gives teachers the benefit of wider experience; that it holds teachers to their best work; that it helps pupils thru appreciation of their work; that there is inspiration to the teacher thru commendation of good points; that model lessons taught by the supervisor are very helpful, and much to be desired. Only two speak of teachers' meetings as helpful, which seems rather significant.

"It is a great help," says one, "when the supervisor visits an entire recitation, later discusses it, commending strong points and suggesting remedies for weak ones."

Creating Enthusiasm.

A teacher who has worked under six supervisors writes: "Of these six persons only two should have been given the work of supervision—not because they lacked executive ability, since they gave every evidence of keeping everything in ship-shape order, and certainly not because they did not use diplomacy in handling the public; but simply because they knew nothing of actually good teaching, and had absolutely no sympathy with the teacher in common.

"Correct supervision is invaluable. I owe the greater part of my success in teaching to Supervisor Blank, who never failed to leave some kind of criticism on my desk every time he observed in my room. 'Lesson went well.' 'Am not sure I liked the development of such and such a subject.' 'Children acted tired, probably due to poorly ventilated room.' 'I should suggest that the children should multiply such easy numbers as 17x16 mentally instead of using pencils and pads.' Probably a couple of weeks following when he found the children multiplying mentally 61x25 his criticism would read, 'Marvelous! Far beyond my expectations!' and aside to the children, 'If you get your answers any more rapidly, I'm afraid you'll go ahead of me!'

"I assure you he filled me full of enthusiasm. To fail in accomplishing what he asked meant a great disappointment to me. His visits meant

much to the children. Their dear little faces always brightened up the moment he entered the room. There was certainly no nervousness on their part. Everyone wanted to recite in his presence. Indeed one of my most severe punishments was to deny a child the privilege of reciting when Mr. Blank came in."

Here is a common statement: "Another way in which *some* supervision helps is by the inspiration it gives thru commendation of good points, and kindly suggestion. But more often supervisors leave a teacher feeling they have seen no good thing, and while she is recovering from that utterly crushed feeling she does poor work."

"The most helpful supervision," says another, "does not dictate or describe details; but it asks for *results*, and then so instructs, inspires, and guides teachers that they freely put forth their best thought and effort into whatever they do. This means professional progress, growth in skill, and increasing success." This statement seems an admirable summing up of good supervision.

Here is a letter that gives a very interesting experience:

"Perhaps a review of my teaching experience will best serve as a setting for my answers to your questions. This is my ninth year as a teacher and during that time I have taught in four small cities or towns under the general direction of a superintendent and the immediate direction of a principal. The only exception is in my present location where a supervising principal serves the double purpose. And never were words more carefully chosen than 'serves the double purpose.' Rather than have my remarks on my first five years' experience seem pessimistic, or the expressions of a 'sour disposition,' let me state first that I do thoroly believe that the right kind of supervision is very necessary to a teacher's growth and success. I am enjoying that kind at present and am glad of an opportunity to reflect upon its benefits and to express, tho indirectly, my gratitude to a supervisor who is giving me a valuable part of my education.

"My first year of teaching was a reign of terror. When recommended to the position, I was told that altho the salary was small the experience of working for that superintendent would more than offset the mere lack of dollars. So I began working at my profession. I have never yet realized just wherein the superintendent was of any material help. He appeared in the doorway of my room a very few times and stayed just long enough for me to become excited and irresponsible but never long enough for me to recover myself and do any teaching. I know now, as I felt in a blind way then, that that year was a struggle for the survival of the fittest.

Spying vs. Real Supervision.

"The principal of the school was a married woman who had the combined duties of home-making, supervising an eight-room school, teaching an eighth grade, and a class in the evening school. She had little time to visit my room in person, so I floundered for myself until after the mid-year promotions, when a special teacher of backward pupils was sent to work just outside my door when she was not actually in the room. From that time on everything seemed perfectly clear to my superior officer. She knew more of what was said and done all day in my room than I knew myself. I lived in constant dread, and, yes, hatred, of an unseen supervisor who was ever ready with severe criticism and

fault-finding. I merely resented her method. As yet I had no idea that a principal could be anything but a critic. Those 48 children were my best supervisors that year, for by their gradual sympathy and liking for me I began to realize how much I wanted to learn to teach them successfully.

"The superintendent who visited me that spring and found enough about my teaching to want me in his schools stayed nearly fifteen minutes. After that as I remember the four years that I taught for him he never spent more than two to five minutes at a time watching my teaching. The principal of my next school had been promoted suddenly from a grade position to fill her brother's place as principal while he attended college. She is still in the position. I soon realized that her visits to my room were unannounced. In fact she always seemed to appear thru the cloakroom door, and one day admitted that she had been listening outside the door. Her method of supervision was to gather adverse information from pupils, parents, or key-holes and report instantly by the telephone to the superintendent. Repeatedly her announcements from the assembly platform and in the classroom contained such expressions as, 'It don't make me no difference.' Surely I could not look to her for an educational inspiration. I did not like teaching in that school and with the promise of a transfer in the fall I went home in June dangerously near the nervous breaking point.

"At the end of my second year then, my impressions were beginning to be fixed. Superintendents were almost minus quantities except as they conducted a few general teachers' meetings or reflected the criticism of the principal. Principals were a terror to be avoided but implicitly obeyed.

A Helpful Supervisor.

"During the next three years my faith in the latter began. I had a principal who always had a great deal to do aside from just watching the teachers but who found time to come in for an entire period or even the greater part of a morning or afternoon. Teachers' meetings seemed to touch just the things that had been troublesome without making me feel that I was the culprit who knew nothing about my profession. My plan book seemed to mean something more than an added bit of drudgery; it was a help to me and not just one of the required duties which, if neglected even once, would be reported as insubordination. Each visit to my room was followed by a detailed talk in the office which made me realize two things—it was my teaching and not my personality that was being supervised, and I was beginning to show signs of a successful tho very inexperienced teacher. This principal's manner was always quick, snappy, and too often a show of temper; and altho I was willing and anxious for her criticism I never recovered from the terror which seized me when I realized that the principal was in my room for a visit, and by the end of my fifth year I was in such a nervous state that a radical change was necessary. My school work has since been much heavier and my responsibilities more than doubled, but in June I am just physically tired not hysterical and nervously worn out.

"The next year I studied at college, supervised music in a summer session of schools, and the following year took a second grade position with music thru the grades. My work was easy and the supervision easier. The principal was a young man who knew so little about teaching methods that it was an entertainment to have him come in and teach the class. Most of my help that year was in seeing 'how not to do it!' The superintendent also presented a new type. It was his first year in those schools and I was



Statue of Joseph Henry in the State Education Building, Albany, N. Y. (See page 48.)

one of the few teachers of his choosing. He liked my work, he praised my teaching voice and manner with the children, he sent visiting teachers to my classroom, and brought educational men when they were in town. But I knew that my work was very weak, for primary methods were entirely new to me and primary children were a study. His supervision was flattery, but I gradually began to accept it and feel a confidence in my work which was entirely new. For one year I had taught with a light heart and a feeling that I was at least free to follow my own resources. My New England conscience came to the rescue and I did try to live up to my reputation.

"So when my next, the present supervising principal, engaged me largely upon my glowing reputation it became a serious business with me. My work is departmental teaching three subjects in the seventh grade and all music from the fourth thru the eighth grades. I shall never forget the first time that the supervising principal observed my teaching. It was an arithmetic period and I knew he was in to stay. When I realized that I was about to present a new subject and one which to me seemed difficult, I experienced lightning changes from feverish heat to icy cold and wished that the fates had been kinder. If I could only have had the children working examples or reciting tables how much happier I might have been. Somehow I gripped enough courage to go thru that lesson. It seemed painfully slow and uninteresting; a flat failure. I hadn't worded my questions properly, I had talked too much, and the children probably had not learned a thing; but I would do it all over the next day and the next if necessary if only that man would stay out. Just two minutes before the end of the period he came to the front of the room and quietly asked if he might speak to the class. Surely after classes had been taken unceremoniously from my hands to be re-taught or scolded, this

was a courteous proceeding at least. The reaction was nearly too much. He actually told my class that that was a lesson so well taught that they need never blame anyone but themselves if they ever forgot it. By three o'clock I had thought things over and went to him to know how much was truth and how much was just backing for purposes of discipline.

"That shattered my long cherished fear of the supervisor. I have reached the time when I enjoy having the superintendent come in, and at times have even invited him in to help me watch a new method of presenting oral English or other work which is particularly hard for me."

The Teacher's Freedom.

The second question, "Does supervision hamper the freedom of the teacher?" is answered in three ways. Thirty per cent of the replies say "Yes" without qualification. Twenty per cent say "No" without qualification. Fifty per cent say "Not if it is of the right kind." To divide those replies into two classes we have seventy per cent of noes and thirty per cent who say "Yes."

One teacher says: "Ideally, supervision does not hamper the freedom of the teacher. In many cases of operation, emphatically yes. No, because it can be done harmlessly yet effectively by a keen student of teacher nature. Yes, because it too frequently is done by a master of exquisite torment. The man who uses authority for a scourge to drive his teachers into line gets results, but results surely incommensurate with those he might achieve were executive force turned into persuasion and co-operation rather than into coercion.

"It all reduces to manner, spirit—whether the teacher supervised is made to feel unconfident, nervous, picked-at, inefficient, or is encouraged, helped by commendation where possible, and by definite suggestion given graciously. In other words, a teacher may be impressed by the supervisor with the confidence that they are two professionals honestly working together for the same end, open to mutual appreciation and help, or that she is an inconsiderable cog in the wheel, her ultimate place the scrap heap when he shall tire of tinkering or shall have ferreted out at last some lurking unfitness. The most conscientious teacher is usually the most high-strung, vibrant to every shade of impression. That is a strength in class. From such natures fine, if unmeasurable, influences flow. But before a coldly critical observer such a nature turns all nerves, and can never do justice to itself. In that case supervision degenerates into persecution. Children also are sensitive to manner in supervision. I have seen an entire class petrified by the entrance of the school superintendent just because of the atmosphere he carried with him. Any supervisor who becomes noted as a terrorizer, who gets together a well-prepared, professional-minded, hard-working corps of teachers and then shows little or no trust in them but boasts that he makes or breaks any one of them on his pet wheel within a given length of time cannot be most effective in his results however those results be applauded. Never to be let alone, never to have established one's ability is, I believe, the teacher's greatest hardship in a high-pressure system run on a wrongly conceived supervisory method."

A rather trenchant article follows:

"The criticism is often made by teachers that they are 'supervised to death.' Naturally, then, their freedom is hampered; they teach under a strain; they lose vitality therefore in their presentation.

The Note Taker.

"There are a few teachers, it is true, who, like some children, crave observation and are at their best when 'acting'; but the great majority, tho' enthusiastic, are quiet workers—quiet, persistent character-builders. They know their 'kiddies' and are accustomed to all their little peculiarities. If an instructor be a *teacher* in the real sense of the word, she will *not*, because a supervisor is watching her, teach to the brightest and let them put the stamp of brilliancy upon her work. She will *not* sacrifice the plodders but will deal with them just as if no visitor were present. She will get *permanent results*, yet it is upon her that scorn so often falls—scornful criticism from the 'note-taking supervisor.'

"At the end of the period the superintendent or principal strides out with a frown or a smile, his copious notes tucked under his arm in a little red book.

"If the teacher *has* done well, she never knows it, for you know, 'Virtue is its own reward.' If on the other hand, she has not satisfied 'the powers' she leaves the school with a heavy heart; for her 'superior' has informed her that she has not done well—but in no way does he tell her *how* to improve. Should not a supervisor be a teacher of teachers? If not, what is his excuse for being?

"Just as 'it takes an old maid to bring up a child,' so, of course, it takes an ordinary school-ma'am to dictate to a supervisor.

"We need more *efficient* teachers, and to have such, we must have more *efficient* supervisors—those whose criticisms are constructive, not destructive."

"A teacher may be nervous and make many blunders during the time of supervision, but, aside from this, she suffers no harm; and the after conference, if well conducted, will give her assurance and be of value. It is here that poor supervision may work its greatest harm. If the supervisor does not possess tact, or is not in sympathy with his teachers, the result will be to discourage or antagonize the one supervised."

"In my opinion a supervisor should never criticize a teacher in the presence of a class or even a child; and seven times out of ten it is far wiser to let a teacher manage a refractory child and *afterward*, if necessary, suggest a better way of doing things, than to interfere in front of a whole class. Then, too, *suggestions* are so much nicer to receive and carry out than commands."

"Supervision may harm greatly, and this depends almost entirely upon the personality of the supervisor. If he be critical rather than charitable in his suggestions, *discouraging* instead of *encouraging* by his remarks, always seeing the faults rather than the commendatory efforts, then the supervision is a detriment rather than a help. It is his place to suggest or even request changes, but upon the manner in which his suggestions are made depends the success of supervision."

Supervision Generally Welcomed.

The fourth item in the questionnaire, "Are teachers glad for supervision?" is answered largely in the affirmative. The point is made that indifferent teachers do not want supervision—but that if supervision is of the right kind teachers generally recognize its helpfulness and are glad for it.

"To be entirely frank," says one, "I believe teachers are glad for supervision—when it is over. It is somewhat like a visit to the dentist, necessary, may hurt some, is productive of some good, but there is a feeling of infinite relief once it is over for a time."

Another offers the opinion that "A good teacher does not object to the right kind of supervision. She knows it is important to

maintain a standard. Those who most need it usually offer the most objections."

Passing over briefly this proposition, we come to No. 5—What qualities should a supervisor possess?" The replies may be summed up under six heads—tact in suggestions, broadmindedness, sympathy, sincerity, knowledge of education, and progressiveness.

One answer is as follows: "The supervisor cannot expect to please all of his teachers in every respect, but he must possess certain qualities in order to be of any help to the majority. He must possess a great deal of tact in the way he approaches his suggestions and criticisms of his teachers. What would be an incentive to do better work upon suggestions from one supervisor would be a complete discouragement from another; and no teacher can do good work in a discouraged condition. Therefore the supervisor should cultivate the habit of giving his suggestions in an encouraging way."

"He must 'be as wise as a serpent and as harmless as a dove,' quotes another.

Here is a note that indicates an experience from the wrong kind of supervisor: "Is it too much to ask that a supervisor be a gentleman, or a lady? That is, is it too much to expect one to be honest, or sincere, or courteous, or cheery? All that is demanded of teachers. Should not a supervisor do his work, all of it, as well and as promptly and as effectively as we must do ours, since he holds us up to standard? If he prescribes psychology in our method of handling children he most certainly should taste his own prescription in handling teachers. He needs a deep, keen, sweet humanity within himself, and open-minded recognition of our humanness. He needs the power to weigh justly, to judge independently, to act firmly on occasion. He needs, in short, just what he wants of us—an impossible perfection! But he can strive for it as we constantly strive. Too often a supervisor stops the growth of his own personality in certain lines by believing too fondly that if he weren't just about right he wouldn't be where he is."

Characteristics of the Good Supervisor.

Another writes: "A good supervisor should be of a sympathetic nature, quick to discern the results of methods a teacher may devise or use, charitable enough to appreciate methods other than his own, and to show a spirit of comradeship rather than censorship."

A very keen analysis of a supervisor and supervision is offered in the following:

"It seems to me that a good supervisor must possess large sympathy, and a broad knowledge which shall include intimate acquaintance with the pupils, with teaching, and with the details of the work.

"If a supervisor possessed this knowledge and sympathy, he would be more helpful, and his work much more effective. After a visit, or a

series of them, he would discuss the teacher's work in detail, not failing to commend the good points, but mentioning the poor work and the *reason for it*, with a *suggested remedy*. Then after a few days, he would again visit, and again discuss with the teacher that particular phase of her work or discipline, and again make suggestions. He would continue this 'follow up' method until that problem was solved, then attack another. I have heard many teachers express a desire for just this kind of supervision. But I have been forced to believe that principals either do not know how, or do not care to work this way. I have gone to my principal with a frank statement of some phase of my work which I wished to improve, and usually this has been the result: either he evaded my question, or tried to assure me that my work was all right, when I knew it was not. Teachers get most of this kind of help from fellow teachers, or grope in the dark until perhaps they stumble upon what they need. But, from some experiences, I realize that the kindest act on the part of some 'supervisors' is failure to supervise. Poor supervision is worse than none. I wish supervisors would work on the supposition that a teacher wants to grow in her teaching ability. She is glad to have the evil of her way pointed out, if there is also suggested a cure, which upon use, she finds genuine. She will receive gladly more frequent visits from her principal when she realizes she is growing thereby. Possibly this kind of oversight might banish the ill effects of some of the present supervision."

Here is a description of a practice that is condemned by a number of writers:

"Sometimes principals visit a class, sit as silent as a sphinx, laboriously jot down what they see and hear, and then leave the room without a word to anyone. Teachers look upon such a supervisor as merely a critic, and they wonder what terrible things have been written down against them. Notes of a visit should be written after leaving the room and should be of the most private nature."

The Need of Tact.

The need of tact is emphasized by nearly every writer. One says: "Above all a supervisor should possess tact. He should be able to understand a situation; be full of sympathy and point out weaknesses in a kind way rather than in a dictatorial manner—and surely *not* before a class of pupils. A supervisor should have a personality that inspires confidence and trust—one to whom a teacher would not hesitate to go for consultation and help."

"He should be perfect, and even then he will not suit everybody," is the sage remark of one who evidently knows the inevitability of criticism.

Here is a good summary: "Aside from the ordinary requirements of scholarship, personality, and teaching ability, a supervisor should be human, sympathetic, optimistic, a good mixer, and above all should be able to bring to the teacher's notice the one good point of the lesson before mentioning the many bad ones."

One writer makes the following suggestion: "I think the supervisor should have the attitude of finding the work satisfactory, thus putting both teacher and pupil at their best."

Lastly, and most important, "How may supervision be improved?" How may the "indifferent" be made "different," and the good better? Our expert supervised friends are all clear on this point. "Let us have more of it," says one. "Give us more frequent visits and longer," says another. "Let us have teachers' meetings to discuss methods." "Give the teacher freedom." "Bring teachers new ideas and new methods." "Help teachers to select points of emphasis."

(Concluded on Page 70)

OUR CRAFT.

Over his whirring wheel that hums and sings,
The potter, silent, bends the whole day long,
And molds with patient thumb, while whirls the song.

The clay in countless shapes of wondrous things.

But mark the wheel's swift flight! How far it flings

Aside the needless clay! Steady and long
The work must still go on, if clear and strong
The master's touch will find each vessel rings.

We, too, are potters. And from day to day
With thumbs that grope, yet oft with clumsy art,
The semblance of God's likeness seek to trace
Upon the breathing, thinking, plastic clay
That waits our touch. At last, with throbbing hearts,

In the master Potter's hands, our work, we place.

—Lila M. Delano.

FINANCIAL PRACTICES IN CITIES AND TOWNS BELOW TWENTY-FIVE THOUSAND

Prof. George M. Baker, University of Kentucky

Part II—Continued

Superintendent and the Budget.

The fifth question in the questionnaire submitted to some five hundred high school and graded school superintendents and principals was: "To what extent does the superintendent have a hand in shaping the school budget?" The returns for the group between 500 and 5,000 were as follows: Sixty-six per cent made no reply to the question; twelve per cent replied "None"; the balance of replies indicated "advisory" capacity on the part of the superintendent. Some of the answers seemed to indicate that his advice carried considerable weight, while others, more frequently, indicated that his part was very slight in shaping the budget. The 62 per cent not answering the question can safely be interpreted as signifying that the superintendent in those places has no voice in the matter. Some of the replies were as follows:

"Makes it out."

"Limited. He is supposed to recommend, but his recommendations are not always acted upon. It has been a difficult matter for me to keep in touch with our finances during my four years' tenure of office. An expression was made to me a few years ago by one of my board members that it was none of my business when it came to the financial management of the school. However, that was only his opinion, and I do have some insight into our condition. * * * Politics have always been such that there has been continuous opposition to me and my administration * * *, so my so-called budget has always been subject to compromise."

"He is consulted about as a member of the board."

"Made out by the superintendent and secretary of the board and then submitted to the board for its approval."

The returns for the group between 5,000 and 25,000 indicate a little better recognition of the superintendent's right to have a hand in the shaping of the budget. Typical replies were as follows:

"He recommends, and his recommendations have great influence in determining the same."

"In the capacity of advisor."

"Superintendent works it out with the president and secretary of the board."

"He confers with the finance committee of the board in its preparation."

Three cities above 25,000 reported as follows in answer to this question:

"He is consulted by the finance committee in regard to the different items in the budget."

"He prepares a tentative estimate of the needs of all departments under his supervision. This is considered together with other tentative estimates from other officers, all based on estimated receipts for the year."

"None." This reply is rather unexpected from a city of this magnitude.

Superintendent E. W. Robinson, previously quoted, furnished the author with data he has collected from Massachusetts on this point. His data indicates that of 183 towns reported, the superintendent has full power in the determination of the annual budget in twenty towns; advisory power in 133; no power in nineteen; reported "uncertain" in seven and unanswered in four. There is no indication of the size of these towns, and we suspect from the returns that they are larger than our 500-5,000 group. We feel certain that in this group twenty out of 183 superintendents, or ten per cent, would not be found possessing "full" power in the determination of their annual budgets.

There are reasons for this slight degree to which the superintendent in the smaller cities and towns has a hand in determining the budget under which he is obliged to operate. Obviously, the character of the superintendent in question ought to be, and is, a determining factor here. If he proves himself of sound business judgment, there is no reason he should not have an important part in determining the distribution of the available funds, as well as exercise an influence as to the amount to be obtained from the city or town council. This "if" is a big one, however! It is safe to say that if he has proven business capacity, he does exercise an important part in the financial administration of his school system. His opinions are bound to be respected in a substantial measure. In other words, the average schoolman is not an average businessman. It is very generally conceded that superintendents are not good businessmen. There are reasons for this also. Schoolmen have seldom had any business experience in other than in a small way. Secondly, many of the superintendents in these smaller towns are young men, just out of normal school or college, without either business or educational experience. To give them much latitude in shaping financial affairs would not be the part of wisdom. This is very apparent to the experienced businessmen on the boards of education. To expect it on their part is to expect too much for the salary they pay. To demand it on the part of the young superintendent is not the part of good sense. He often fails to be governed by this fact, however, and accordingly feels an affront that is unwarranted. Superintendent Robinson wrote in a recent letter to the author: "The lack of clear-cut views on administrative questions on the part of many superintendents in smaller communities begets the lack of confidence on the part of their school boards. The lack of recognition by some intolerant and often supercilious superintendents of the fundamental stability of judgment and character of the members of their school board, who, tho not college bred, are often self-made men of excellent ability, is often responsible for frictional conditions arising, which directly or indirectly, affect all phases of school administration." Mr. Robinson further writes in an article:⁷ "The business ability of many school superintendents is undoubtedly inferior as is often shown by unwise recommendations for large expenditures before a careful consideration of all elements of a given problem involving expense is made * * *"

The following question was put to the state departments of education in Massachusetts and Illinois: "To what extent do the superintendents have a hand in the shaping of the school budget in cities and towns below 25,000?" The replies from these state departments seem to indicate a better recognition of the superintendent than did the replies from the superintendents themselves in Kentucky. The different sources of the replies may in a good measure account for this, rather than any great difference in the actual practice in the states concerned. The reply from Massachusetts is as

7. American School Board Journal, January, 1916, p. 11.

Editor's Note—This article is the third installment of an important series of papers discussing financial practices of school boards in small cities and villages. The author, who is at the head of the Department of School Administration in the University of Kentucky, has been a student of the problem of financing schools for a number of years and writes with a very clear knowledge of conditions in many communities.

follows: "School superintendents unquestionably have great influence in shaping the school budgets in our towns, especially those superintendents who take enough interest to analyze their expenditures of the preceding year and set forth detailed information as to the needs of the coming year." (The italics are ours, and are made for obvious reasons.) The reply from Illinois is as follows: "The work is usually in his charge." This indicates a very enviable state of affairs, if it represents the prevailing practice, but we suspect that it is slightly exaggerated.

Seldom is there a school board without one or more men of superior business ability, men of much greater general experience and better judgment than the average superintendent. Such men are more apt than not to display more breadth of mind on the point of co-operation than the supercilious and all-knowing young superintendent. It is not only the young superintendent who is apt to be afflicted with this obsession of his own superiority. Schoolmen are particularly prone to pre-formed judgments and closed systems of thought. Businessmen will be much readier to see evidence of developing business ability on the part of the young superintendent than he will be to see the value of their accumulated and ripe experience. Superintendent Robinson says relative to this point: "I am writing to a young man this morning who is just entering the superintendency field, and I have said to him in substance just one thing, 'Be sure to show every form of respect to official expressions of the members of the school board. You are young, you are clever, but better than these, if you are to succeed, be tolerant and you will receive a surprising amount of valuable information which will be of great service to you in your administrative field.' Valuable advice this for the prospective superintendent."

The fact that the coming superintendent is going to have specific training for his work, without which he cannot long compete with those who have had, is going to work in the direction of alleviating the conditions treated of in the above paragraphs. Such business weaknesses will not be characteristic of the forthcoming generation of superintendents. Their college courses in school administration will make the continuance of these conditions impossible. Another factor that is going to work in the direction of mitigating these conditions is the fact, shown by a recent study made by the department of education of the University of Iowa, that 25 per cent of public school superintendencies are made vacant every year, a considerable part of which are filled by new men with special preparation for their administrative work.

In discussing the superintendent in relation to the school budget, there arises the point of his ability to present his case to the city council in keen competition with the heads of the other city departments. Here he suffers by comparison with men of greater business acumen. He labors under a double handicap in that his case is vastly harder to present than that of almost any other city department head. He deals more largely in remote values and in unknown terms, for the most part, to the members of the city council. This much must be said in extenuation. But there remains the very evident fact that he is not as well prepared to present his case as the other claimants are to present theirs. He alone is without the necessary facts of his business, and a knowledge of how

to make effective use of them. Dr. E. P. Cumberley writes:⁸ "Upon the finance committee of the board of education, in a general way, and upon the superintendent in particular, rests the burden of proving to the community the needs of the school system in order that the necessary funds may be obtained. The superintendent of schools who fails to put his shoulders to the collar and pull hard at this point in his work is one who may set the development of his school system back in a way that it will require his successor years of hard work to bring up. * * * To secure larger funds, he must amply prove his larger needs. * * * The school department also asks yearly for more money, largely on the basis of good intentions and purposes, but without being able to clearly prove its needs. When an attempt is made to do so, it not infrequently is made in terms which the ordinary citizen can scarcely comprehend. * * * Often, however, the school department presents no budget worthy of the name, and no statement that shows that it knows anything as to the unit costs of the work, or the need for or the effectiveness of expenditures within the school department. It is really not surprising that city councils often emphasize other city departments and give the schools a decreasing percentage of the annual city taxes."

The School Survey Report on Some Conditions in the Schools of San Francisco makes the following contribution to our point:⁹ "One very obvious reason why the schools have failed to receive needed appropriations is that the school authorities have not known how to ask for money. They have not seen the relation between school needs which will come next year, and lump sum requests made this year for money, unsupported by statements of fact or proof of need. Lump sums with no details whatsoever are set down opposite all other items than teachers' salaries. * * * The figures may be entirely reasonable and adequate, but the chances are that with so little information, and with the ever-pressing necessity of cutting down all estimates, the appropriating body will suppose that the school estimate is swollen, and chop accordingly."

The following expression of opinion relative to budget appropriations is of interest in this connection. The above quotation from the San Francisco survey makes the point that appropriations should not be asked for in lump sums.

8. Public School Administration, Chapter 25.
9. San Francisco, Cal., School Survey Report, pp. 71-73.

The following quotation expresses the opinion that budget appropriations ought to be made, (but not asked for) in lump sums for the reason given. This opinion was furnished us on request by the Massachusetts state department of education. It was prepared by Mr. Theodore N. Waddell, in charge of the work of the municipal division of their bureau of statistics. It reads as follows: "All school budgets should be made on a flat appropriation basis and in lump sum, so that the officers responsible for the carrying on of the school system will not be handicapped by legislative procedure. In placing estimates before the legislative body, detailed information should be furnished as to the expenditures of previous years, as well as to the needs of the present year, and the appropriation made in a lump sum, no objection being made to an appropriation for salaries as distinct from other school expenses."

This opinion has a valuable point for careful consideration, but it seems to us that it might leave undesirable latitude to the later fluctuations of opinion on the part of those in charge of the financial management (or mismanagement) of the system. It might be preferable to have them present the chief divisions of the budget, asking for certain sums for each of these. This would lead to considerable advance refinement on the part of the administration as to what they were to spend on each department, etc. The other method might be a little too lax for the average type of school official.

To conclude this topic: All this means merely that the average superintendent is placing the blame for insufficient funds indiscriminately at the door of the city council and board of education, when it more probably belongs at his own, due to his lack of facts and how to use them in telling effect. The superintendent must perforce serve as the efficiency engineer of his school system, or find himself eventually making room for the man who can and will.

Variations from Budget.

Our questionnaire contained the following three questions bearing on this point:

- (6) Have you found that your annual expenditures have been more or less than the amounts estimated in your budget?
- (7) About what is your per cent of variation?
- (8) Does the total of your budget show any great variation from year to year?

For the group under 5,000, 70 per cent of the returns show no reply to these three questions.

The remaining 30 per cent indicate about as follows: The annual expenditures are as apt to be more than the budget estimates as they are to be less. However, the per cent of variation is not as large either way as we expected. It ranges from 1 per cent to 5 per cent, with the median at 3 per cent. While this is enough, it is not great enough to be serious. The figures given below for Grand Rapids show a variation from one-half per cent to 4 per cent, with the central figure at about 1 per cent.

Relative to the variations of the total of the budget, the "Noes" prevail, and the indications seem to be that budgets increase gradually rather than suddenly. One answer is in terms of "Yes."

For the group 5,000 to 25,000, the annual expenditures are again as apt to be more than the budget estimates as they are to be less. The per cent of variation is the same in this group, ranging from 1 per cent to 5 per cent.

For the group above 25,000, the variations from budget estimates range from one-half per cent to 5 per cent. Louisville replies to these three questions as follows: (6) Usually less than budget; always less than actual revenue. (7) From one-half per cent to 1 per cent. (8) Only normal.

The following data from the annual report of Grand Rapids, Mich., are interesting in this connection, as representing the practice of a large city, whose population in 1910 was 112,571.¹⁰ These percentages of variation are approximately the same as those reported by Louisville and they indicate a most commendable management of finances, and have a special significance to cities of this size:

Estimated Appropriations Versus Actual Expenses.

For the past seven years the board has made a careful comparison between the appropriations, estimated to be required, and the actual outlay for current expenses, exclusive of permanent improvements. The record stands as follows:

| | |
|---|-------------------|
| 1907-08 Excess of estimates over actual (\$514,784.37)... | \$4,494.86 or 1%. |
| 1908-09 Excess of estimates over actual (\$550,128.16)... | 8,536.10 or 1½%. |
| 1909-10 Excess of actual over estimates (\$561,457.05)..... | 5,056.64 or 1%. |
| 1910-11 Excess of estimates over actual (\$575,478.78)... | 2,237.14 or ½%. |
| 1911-12 Excess of actual over estimates (\$632,922.50)..... | 26,250.57 or 4%. |
| 1912-13 Excess of estimates over actual (\$794,325.04)... | 9,776.09 or 1%. |
| 1913-14 Excess of actual over estimates (\$809,062.83)..... | 631.36 |

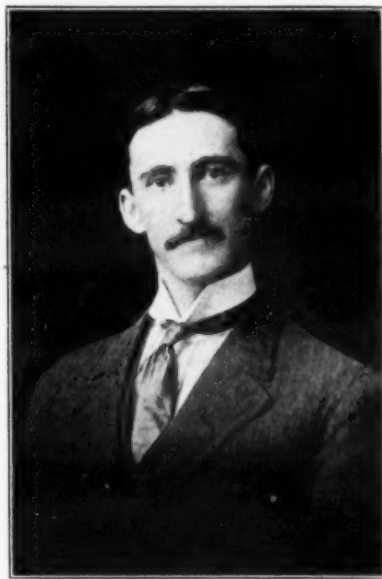
10. Grand Rapids, Mich., Annual Report, 1914.
(Continued on Page 71)



JAMES H. KELLEY,
Gunnison, Colo.
Colorado State Teachers' Association.



MRS. EVA M. FLEMING,
Decorah, Ia.
Iowa State Teachers' Association.



C. C. BAKER,
Albert Lea, Minn.
Minnesota Educational Association.



A. N. CODY,
Flint, Mich.
Michigan State Teachers' Association.

RECENTLY ELECTED PRESIDENTS OF STATE TEACHERS' ASSOCIATIONS.

THE WORK OF THE NEW YORK BUREAU OF COMPULSORY ATTENDANCE

John A. Davis, Director

Dr. Paul Klapper, of the College of the City of New York, writes in a recent article: "School administrators and supervisors are rapidly coming to a realization that the problem of attendance is fundamental to an educational system. Courses of study may be modernized, methods of instruction may be vitalized, school management may be vibrant with a social consciousness, but all these fail in the last analysis, unless the child comes regularly for his educational heritage. Irregular attendance contributes in no small measure towards truancy, retardation, elimination and juvenile delinquency. In most of our school systems there is no administrative organization that concerns itself primarily with the problem of attendance."

In New York City, however, there is an organization such as Dr. Klapper suggests, and its title is the Bureau of Compulsory Education, School Census, and Child Welfare. Its function is not only to study problems of attendance, but also to keep a record of all children between the ages of 4 to 18 years residing in the city, and finally to undertake all those activities which may be classed under the general head of Child Welfare.

In doing our work, these three divisions sometimes impinge and sometimes overlap, as the nature of the problem to be solved demands. Primarily, prevention is the aspect of our work which must be emphasized at the present time, and right here, should be stated a basic proposition: The school census properly kept is a fundamental necessity in the administration of compulsory education and in child welfare work.

One of the features of a school census should be an alphabetical index of all children up to 18 years of age, residing in the city. I regret to say that thus far we have been unable to establish an index owing to the paucity of funds granted by the Municipal Board of Estimate and Apportionment. Had we this alphabetical index, few, if any, of the children in the city could disappear from view, and we would have an intimate knowledge of the whereabouts of our children.

The largest single work of the Bureau is that of attendance. Illegal absence must be eliminated wherever possible, and it is the duty of this Bureau to reduce it to a minimum. The first cause of illegal absence is truancy, and it is this evil which we seek to eliminate. It is a truism among penologists that truancy almost invariably is the forerunner of crime. Only in rare cases, the habitual truant in a large city does not become a delinquent, and in time, a criminal. Not many days ago, the newspapers of New York City published the confession of a man who had erred in his early youth, had been imprisoned, had again fallen after his marriage, and had been sent to prison. He ascribed his descent on the downward path to the fact that when a boy he was a persistent truant.

We feel that the problem of truancy is sociological, and we feel further that to reduce truancy we must study the causes leading to it. These causes may be grouped as follows:

- The nagging teacher.
- Lack of clothing.
- Not in proper physical or mental condition.
- Dislike for school brought about in other ways.
- Over-indulgent parents.
- Incomplete family.
- Stern father—relenting mother.
- Squalid and filthy homes.

Drunkenness on the part of one or both parents.

The gang.

After we learn the cause of truancy, and cure it, truancy disappears. The truancy officers are instructed by the bureau to look primarily for the cause for non-attendance, and to ascertain, if possible, whether a cure can be effected. The individual instructors are required to put themselves in the place of the erring pupil when they judge him and to act as a big brother to him. Let us take up a few typical causes and see how the individual officer treats them.

While the automobile of the bureau was coming thru Central Park, one rainy day in April, a boy of 14 was noticed trudging along nonchalantly, his overcoat collar turned up around his neck, his hat jammed over his ears. He showed that he had esthetic feelings, for in his buttonhole was an early spring flower which he had picked in the park. He was stopped, invited to take a seat in the car, and driven to the office of the bureau. He was very much surprised at being picked up in the park by an automobile. (I might say parenthetically, that this automobile is instrumental in returning many truants to school very early in the day on which they start on an outing.) On being questioned by the writer, the boy stated frankly his reason for playing truant. His teacher was constantly nagging him. He was returned to school, transferred to another class, and that cured his truancy.

Now the dislike for school may be brought about in other ways than by the nagging teacher. If a pupil is maladjusted as regards the course of study, trouble will follow. Principals of schools can do much to eliminate this cause by careful study of individual cases in their own schools, with a view to applying the proper remedy. Lack of clothing and shoes are frequent causes of truancy. The bureau has a stock of clothing on hand that has been given it by well wishing friends, and it relieves the necessities of the individual cases in this direction. Restore a boy's self-respect by giving him proper clothing and he has an incentive for going to

school; whereas, if he lacks his self-respect, he is very likely to stay out of school.

The incomplete family, a squalid and filthy home, drunkenness on the part of one or both parents, the stern father and the relenting mother sometimes are causes that, as a rule, are beyond our control. The same is true of the over-indulgent parents.

The New York education law gives this bureau power to commit to a parental or truant school all children who are persistent truants, provided the parents consent. If the parents do not consent, the aid of the courts must be invoked to carry out the law. Our hearings are conducted by two division supervisors. Last year we had 9,000 hearings.

When the bureau was organized, we felt that it was necessary at these hearings to have a physical and mental examination made of all the pupils brought before us, following Healey of Chicago. Thru the aid of Dr. Heckman, of the College of The City of New York, Miss Irwin, of the Public Education Association, Dr. Perkins of Brooklyn, and one of our own staff, we have been able to have advice as to the mental condition of the children brought in for hearings in about half of our districts. I regret to say that we have not been able to do so for the entire city.

Thru the co-operation of Dr. C. Ward Cramp-ton, Dr. Goldberger has been assigned to our second attendance district to conduct the medical examinations, and the board of health has assigned doctors to each of the other districts, so that we now have complete medical examinations on a number of the cases brought up for hearings.

If a boy is found to be mentally defective, his case is reported to Miss Farrell, as under no circumstances will the bureau commit a defective child. The courts also have refused to commit defective children. As a matter of fact, the law does not bring defective children within the purview of the bureau.

After the physical and mental status has been determined, and the pupil found to be normal, he is transferred to another class in his own school, or to another school, and placed on probation, to see whether the change in environment will prove beneficial. Out of 7,000 individual hearings last year, 641 boys were committed to a truant school.

Let me here call your attention to what we consider one of the most important phases of our prevention work—the number of children placed on probation. We have had on probation this year about 5,000 children. This does not include 583 on parole from the truant schools. The attendance officers keep in close touch with the boys on probation and on parole. Here the attendance officer is the big brother, and that is the attitude we wish him to maintain at all times. The fact that out of 7,000 individual cases last year, only 641 were committed, would indicate that our policy is in the main successful. Truancy has been checked without recourse to the final step of commitment.

Let me give you a few concrete examples of what the attendance officers have done:

One of the cases reported to us and referred to Dr. Heckman was that of a boy who was not only a truant, but when he did attend school, was very troublesome. Dr. Heckman's examination showed that his eyesight was very defective. The boy wore glasses but they were of a character that he should not have been using under any circumstances. As a matter of fact, when



MR. JOHN A. DAVIS.

THE COMPENSATION OF SCHOOL JANITORS

Frederick E. Shapleigh, Buffalo, N. Y.

With the advent of the modern school building, expensively constructed, equipped with the most up-to-date heating and ventilating systems and frequently provided with an elaborate mechanical department, the problem of properly caring for the schoolhouses of a city has grown increasingly difficult.

Possibly because it seemed too trivial a matter, boards of education have been notably tardy in working out approximately uniform plans for the handling of school janitorial systems.

Therefore the highly specialized type of service demanded for the proper care of the modern school building finds no universally accepted standards regarding its government and control, or its basis of compensation.

A recent study of the school janitorial systems of nine large cities* has brought out the following facts dealing with the methods of compensating janitors and their helpers.

NEW YORK CITY.

In the public schools of New York City, two systems of compensation are in operation.

Under the direct system the board of education fixes all salaries of janitors and helpers. Each janitorial employe receiving a flat salary, there is no sub-letting of work. Helpers are appointed from civil service eligible lists and paid directly by the board of education. Very few schools have been operated under the direct system, and under a plan for standardizing the janitorial service of the school system the direct is being replaced by the indirect plan.

Under the indirect system the janitor or other person in charge employs his own helpers and is allowed a lump sum out of which he pays his assistants. This lump sum is computed from building measurements, sidewalk area and character of heating and ventilating apparatus.

The area of a building is computed by multiplying the area covered by the building, by the number of stories, excluding cellars, and subtracting the area of janitor's rooms.

Additional rates, based upon the number of rooms used, are paid all janitors for evening schools and evening recreation centers. Under the indirect system additional sums, based on number of rooms or playgrounds in use, are allowed for roof playgrounds, open-air playgrounds, vacation schools, and vacation playgrounds. But a janitor serving under the direct system, on a flat salary, cannot receive more than a stated sum for any and all activities conducted in the school on any one evening nor may he be compensated for any day activity, such as vacation schools, vacation playgrounds, open-air playgrounds, etc.

CHICAGO.

The yearly salary for heating, ventilating and cleaning buildings heated by high pressure steam apparatus is determined by area of the building. The total area is computed by multiplying the area in square feet (outside measurement) covered by the building, by the number of stories in the building.

In addition to this salary, sums are allowed for janitor work for each room used for class or library purposes, and a fixed sum per 1,000 square feet for the five stated cleanings required and for care of sidewalks, light courts and school yards.

In high school buildings where daily sessions of six hours are conducted, an increase of five per cent of gross compensation for day school service, exclusive of sidewalks and grounds, is allowed.

*By the Public Education Association of Buffalo, June, 1916.

The yearly salary for heating and ventilating school buildings heated by low pressure apparatus or by furnaces is a fixed sum, established for each building by the board of education. To this salary is added a stated sum for janitor work for each classroom, and a fixed sum per 1,000 square feet for five cleanings and for care of sidewalks, light courts and school yards.

For care of portable buildings, and for care necessitated by evening schools, social centers, summer review and vacation schools and swimming pools, extra compensation is allowed.

For the care of manual training rooms, the scrubbing of certain rooms, such as domestic science centers, lunchrooms, etc., at stated intervals, and for the cleaning of new buildings fixed additional sums are granted.

The following are exemptions to the square foot system: Janitors of buildings rented by the board, and owned buildings having less than five classrooms, receive a salary based upon the number of classrooms. For other buildings, the peculiarity of which makes it impossible to establish a fair salary by means of the square foot system, the secretary fixes the salary, to be approved by the board.

PHILADELPHIA.

In the elementary schools of Philadelphia, the salaries of janitors are adjusted upon a coefficient schedule, based upon the cubic contents of buildings; character of heating plant; area of glass, yards, sidewalks, lawns, etc.

There are three separate coefficient schedules for the three kinds of heating systems used in elementary schools, i. e., plenum, gravity and hot air.

In addition to the above compensation, each janitor receives an annual allowance for each classroom for the purchase of cleaning supplies. An allowance is also made for each humidifier.

The elementary school janitor employs his own helpers, fixes their compensation, and pays them out of the sums allowed him by the board.

In the high schools, engineers are paid according to salaries fixed by the board for each building. Janitors and other employes receive flat salaries in accordance with a schedule uniform in all of the high schools.

When a school building is used for an evening recreation center, parents' meetings, home and school association meetings, public lectures, or other meetings of an educational nature, the janitorial service is paid by the board of education. For paid entertainments or other meetings not included in the above list, the cost of janitorial service is paid by the organization using the building. Remuneration for janitorial service for these activities is the same as for evening schools.

The board has established flat rates per night for services of janitors and helpers in evening elementary and trade schools, and in evening high schools.

During July and August, where a playground is established in a school yard, the janitor receives additional monthly compensation.

BALTIMORE.

In Baltimore there is no sub-letting of the janitorial work of the schools. The board of school commissioners fixes flat salaries for all janitors and other employes in the elementary and high school janitorial service.

PITTSBURGH.

Janitors are paid according to a graduated daily rate, based upon (a) the number of rooms, (b) the engineer's license held by the janitor.

All helpers are employed by the board of education, for an indefinite period or until their services become unsatisfactory. Their compensation is on a per diem basis. Wages are fixed by the building department of the board of education, in accordance with the graduated wage schedule of the board, and according to the duties and ability of the employes.

In night schools, auditorium engagements, elections or other night work, janitors and other employes are paid a fixed sum per night. No other compensation for extra work is allowed.

DETROIT.

In high schools, engineers and janitors are paid a flat rate in accordance with the duties they have to perform, and are employed directly by the board of education.

Engineers in elementary schools are paid upon a graduated scale, based on the number of rooms. In addition to his salary, each engineer receives a fixed sum per room, with which he is to employ janitors, assistants and cleaners.

All assistant engineers and firemen throughout the school system are employed and paid by the board of education.

In furnace-heated buildings the janitor is responsible for heating as well as cleaning. He receives a fixed sum per room, out of which he must employ any help he may need.

For outside work necessitated by evening schools, social centers, etc., engineers and janitors in the high schools and engineers in the elementary schools receive a flat rate per evening. From this rate any extra help must be employed.

BUFFALO.

Salaries of custodians (janitors) and other janitorial help in the high schools of Buffalo are in accordance with a schedule adopted by the city council, upon a flat rate basis.

In the elementary schools, janitors receive a flat salary, and in addition, a stated allowance for cleaning. Each janitor employs his own helpers and pays them out of his cleaning allowance.

Janitors and caretakers in the evening high schools receive a fixed wage per night. Janitors in evening grammar schools receive a wage dependent upon the number of rooms occupied. Salaries of janitors in open-air vacation schools depend upon the number of assistant teachers employed.

A recent resolution of the city council gives the superintendent of the department of public affairs authority to hire and discharge charwomen, porters and janitors, subject to approval by the council.

NEWARK.

In Newark the janitors hire all cleaners and helpers, subject to the approval of the supervising engineer, and pay their salaries from the amount the janitors receive from the board.

Janitors have charge of heating and ventilating, in addition to cleaning. For this, they are paid according to a schedule based upon the number of rooms, area, number of boilers, etc.

In the evening schools janitors receive a fixed sum per month, and an additional sum per room for each room in use.

For care of playgrounds, janitors receive a fixed sum per term, plus a fixed sum for each room used.

ROCHESTER.

In the elementary schools, the janitor, out of the total salary which he receives, employs all necessary help. The janitor's salary is based upon floor area, number of boilers, furnaces,

area of walks and yards. Extra compensation is allowed for each portable building.

Janitors and helpers in high schools are paid on a flat rate basis, per month.

In elementary evening schools, janitors receive additional compensation, at a rate per evening depending upon the number of rooms occupied.

Compensation for other janitorial work is fixed by the board of education as occasion arises.

In the foregoing summary of methods of compensating janitors, actual salaries have not been stated. Several of the schedules studied are long and complicated. Bases of payment vary in the different cities. Differences of construction, climate, prevailing wage in related work, enter into the problem.

Hence a consideration of the principles underlying the payment of janitorial service is of more importance to boards than the comparison of actual compensation.

Two distinct methods of compensation are found. In one case the board employs and pays all helpers. In the other, the board employs one person, who in turn hires and pays all necessary assistants.

Under the first, or direct method, the board keeps immediate control of its janitorial work, thru its power to appoint and dismiss all members of the janitorial service. On the other hand, in a large system this adds greatly to the board's burden.

Under the second, or indirect method, the board deals with only one individual in each school. Altho less able to control the details, the board saves itself much labor.

In high schools, the direct method is favored by the cities under discussion.

In Philadelphia, Baltimore, Pittsburgh, Detroit, Buffalo and Rochester and in some schools in New York City there is no sub-letting of janitorial work in the high schools. In Chicago, in Newark and in most of the high schools of



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New York City, the board of education sub-lets thru the janitor.

On the other hand, in elementary schools only in Baltimore and Pittsburgh is there no sub-letting. A few schools in New York City are also under the direct plan, but in the remaining cities janitorial service in all elementary schools is sub-let to the janitor.

Where the janitor has the right to fix the salaries without restriction by the board, an opportunity presents itself to increase his remuneration by the employment of cheap and inferior helpers.

The board of education in Chicago to guard against this, specifies that the janitors "shall employ competent help," and requires the payment of "fair wages for such service." In Buffalo the former city council fixed a minimum for helpers below which the janitors could not go.

The methods of determining an equitable salary, either under the direct or indirect plan, are

often elaborate, and based upon a most careful analysis of the janitorial work. In fact, the methods are in some instances suggestive of a cumbersome, arbitrary and unnecessarily complicated scheme.

Square foot or cubic foot systems, or coefficient systems, if established upon long and careful research, may be the fairest to all. On the other hand, Pittsburgh has a simple system, in which janitors are paid according to the number of rooms and the engineer license held, and in which other helpers are paid according to their ability and duties.

In contradistinction to the practice in many cities, Pittsburgh's experience is summed up in the following words from a school official of that city:

"We have found it impracticable to install a system in accordance with rigid rules covering the payment of janitors and helpers, and have found that such rules can only be used as a guide in arriving at a fair basis to all—the minor adjustments being left to the building department (of the board).

With the increasing demands for the safeguarding of the health of children and teachers, new problems have arisen. It is even urged that sweeping—once the sole duty of janitors—is a dangerous practice and no longer to be tolerated in the modern school building. A modern cleaning system demands new methods of governing and controlling janitors and helpers, higher standards of service and more equitable bases of compensation.

To this end we need dispassionate, intelligent discussion bearing upon the janitorial service—a discussion which should be shared equally by parents and by school authorities. For the health of the child, and in considerable degree, his intellectual future, is dependent upon those inconspicuous but necessary school employees—the janitor and his helpers.

A SUPERINTENDENT'S CHRISTMAS WISH

D. FRED AUNGST

If I were told that my Christmas wish for 1916 were to come true it would be for the girls and boys of America and my wish would be this:

I wish that every American girl and boy would keep the spirit of Yuletide from year's end to year's end, so that that old, old story, "peace on earth, good will toward men," would remain one great pulsating throb, as it is more or less about Christmas time.

I wish that the apologies and pretenses of things could be swept into oblivion and that life with all its truth and beauty, earnestness and humor, prose and poetry, could be taught with their real values, to our American youth.

I wish that every American pupil would consecrate his life to some definite and worthy purpose so that it would contribute to the sum total of human happiness.

I wish that all pupils would study for the intrinsic values of things, for the rewards that count and are worth while, and not for the empty gain of pelf, commonly known as "marks."

I wish that every American girl or boy would be less concerned about getting thru school and would be more concerned about the school getting thru him.

I wish that examinations could be abolished forever from every American school, and be filed away in the archives of the forgotten past, and there be allowed to mold and rot in perfect peace.

I wish that high school sports would be indulged in only with the spirit of true sportsmanship, and not with the spirit to win at any price.

I wish that every American girl and boy would speak a pure, simple and beautiful language in all places and at all times.

I wish that every American school girl and boy would grow into fearless, independent, and thoughtful citizens ready to do the work that Democracy will set before them, so that this nation under God will best perform its task according to the Almighty's plan.

I wish that every American school were purged of every teacher, superintendent, or school official who exalts his own rights above those of the children.

I wish that property rights would give way to children's rights everywhere and forever.

I wish that every lazy, dishonest, rat-eyed janitor would be swept out of his political berth along with a decade or two of filth, espionage, and mendacity, and I wish that willing, competent and honorable men would succeed them.

I wish that every teacher guilty of incompetence, pettiness, meanness, cruelty, sarcasm, falsehood, misrepresentation or malingering would be driven from the schools even as a pestilence is driven from the land; and I wish that their places would be filled with men and women whose very lives emulate the example set by the Great Teacher.

Finally, I wish all the American girls and boys the merriest Christmas and the happiest New Year they have ever had. May they partake most bountifully of the things in life that count and are worth while.

This is my Christmas wish for 1916. When next Christmas comes I may wish for more.

CAUSES AND RESULTS OF THE UNEVEN DISTRIBUTION, ACCORDING TO SEX, OF PUPILS AND TEACHERS IN THE SCHOOLS

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As a graduate student in the University of Texas, several years ago the writer made a study of the above topic. He does not believe that every reader will agree with him in all his conclusions, but a careful study will substantiate to a large degree, at least, all the results as well as causes which are pointed out.

From data gathered chiefly from United States reports the following facts are deduced. The population of the United States is almost equally divided among the sexes. There is a slight tendency for the male population to exceed the female population. In 1820 there were 103.3 males to every 100 females; this ratio has steadily increased and in 1910 we find 106 males to every 100 females. There is no accurate record of the numbers of boys and girls under a certain age, but the above data points to a similar ratio, which conclusion is substantiated by a report of the newly created Children's Bureau which reports the number of boys under 15 years of age slightly above that of the number of girls. In the elementary schools the enrollment is approximately equal. In the lower grades the number of boys is larger than the number of girls; in the upper grades this statement must be reversed. The change in ratio is always found in the fourth and fifth year. This decrease of the number of boys and the comparatively resulting increase of the number of girls continues thru the high school grades, extending to the graduates naturally.

Of teachers the women outnumber the men in every state, in most states there are twice as many female as male teachers, in a few states the number of women teachers is ten and more times as great as that of men teachers. The average salary of women teachers on the other hand is always much lower than that of men teachers. As to salary and number this statement holds in general: In such states where the ratio of numbers approaches unity, the salary ratio also shows less variation, and in such states where the number ratio is greatest, the salary ratio is also greatest, but in the reverse order. The following short table will verify the statement:

| Ratio of Numbers | | Ratio of Salaries | |
|------------------|-------------|-------------------|--|
| State (1910) | Male Female | Male Female | |
| Massachusetts.. | 1 9.54 | 1 .40 | |
| California | 1 5.83 | 1 .62 | |
| Virginia | 1 4.56 | 1 .72 | |
| Texas | 1 2.32 | 1 .80 | |
| Indiana | 1 1.89 | 1 .86 | |

Let us establish the cause or causes for this greater number of female teachers. Woman has not entered the schoolroom as a teacher since many years. It was Horace Mann who gave the great impulse to the movement about 1840. It is interesting to note that Horace Mann argues that women can be employed at two-thirds the expense of men. This is an established fact, of course, but it is a fact also that upon an equal salary basis men will vanish from the profession. The marginal rate of salary is lower for the female than for the male, and it is this very fact that has led to the employment of female teachers in such large numbers. In America the opinion is general that woman is a better teacher for the child than man, sometimes authorities restrict themselves by adding the phrase, for the young child especially. If this be true or not, it does not alter the fact that the number of female teachers has increased from year to year, again a very natural result as the supply of teachers for the upper grades is usually drawn from teachers of the lower grades. In the course of time the

school itself has been adjusted to the female teachers. Today we have short daily, weekly, and annual sessions, the holidays are frequent, there is a thoro system of grading and supervision, and a milder form of discipline based largely upon the reformatory, with the measures of suspension and expulsion as frequent resources. The male teacher is today hardly considered a necessary adjunct of the school system.

Another cause which has produced the great number of female teachers must be sought in our materialism. This factor has exerted itself in two ways: Young men consider teaching a stepping stone to some profession which is more remunerative financially and young women on the other hand find teaching one of the easiest and most pleasant avenues to attain to this materialism. If it is true that statesmen and ecclesiasts were teachers because of the ideals of their age, then we are quite right in employing women as teachers because of the materialism of our age. Altho upon entering school the number of boys exceeds the number of girls, by the time we reach the fourth or fifth grade the numbers are equal, and after these years the excess in the number of girls increases steadily. There is no greater death rate among boys of this age than among girls; why, then do boys leave school in greater numbers than girls? The materialism of our age certainly is a partial cause. What effect upon the boy's mind at an age when he feels himself superior to anyone and much more so to anyone of the opposite sex, when he recognizes that here is a woman but a few years older than himself earning a big salary? His natural inclination to get out and earn money is only intensified.

Closely allied to this cause is another one and it is the atmosphere of our industrial system. In spite of our child labor laws, young children find employment and opportunity to make money. Our industrial system does not require long years of apprenticeship, it is thoroly democratic. The boy when he enters upon any employment is paid in wages, no matter how young he is. To tell him that a good fundamental education will increase his later earning capacity has no effect, the dollar in his hand after a day's or several days' work has a mightier force. To this fact is added that the business world in its democratic composition does not recognize the value of an education. Our industrial world does not put a premium upon education. This condition may be produced in part by the school itself, the great masses of citizens do not need Latin for instance, but I shall not attempt to answer this problem here.

Greater than the above two causes is the feminist atmosphere of the school. The boy enters school and is placed under a woman, he changes from room to room, yet he remains under female teachers. He arrives at the age when he becomes conscious of sex, still he has to submit to woman rule. At this time even mother is no authority for him, the woman teacher becomes repulsive. His classmates are girls for the greater part, yet this is the time when he seeks companionship of his own sex, when he is dull and awkward and outdone by the opposite sex of which fact he is most sensitive, however. The boy at this age does not seek the advice of the female teacher however sympathetic she may be, he wants to be under male control which cannot be had in the schoolroom. The course of study exerts a similar influence, the girl seeks the form which is ever-present, but the boy wants content. Even if

the course of study is changed and electives are permitted, the lady teacher can never furnish the boy with the ideal he is seeking.

We have to add to these causes one more which is a part of our school system: It is the discipline of the school. It will be a blessed situation, indeed, where every school boy or girl will do whatever is to the benefit of the unit out of respect to our ideals of peace and good government, but such a situation is a pleasant meditation rather than a cold reality; and after all there is no wrong in the situation as it exists. Masculine discipline based upon physical force in severer cases ever has been and ever will be a powerful factor in keeping the boy at school. The literature which the boy reads is another factor that induces him to leave school. The self-made man is the man of America. Our literature is full of his accomplishments, both the book and the magazine literature. The adventures of the hero of the boy led him away from school. Another closely allied tendency of the boys' magazine are found in the pages devoted to, "How boys earn money." Too much prominence is given to this topic and the boy naturally becomes convinced that earning money is one of the highest aims he ought to cherish.

Having established the causes for the uneven distribution of sex among pupils and teachers, let us now point out some results which must eventually follow in three fields: The teaching profession, the school, and society.

One must almost apologize for applying the term profession to teaching. Teaching in America has hardly reached the stage where the attributes of dignity, appreciation, and constancy of employment which apply to professions can justly be applied to teaching. The question of salary together with uncertainty of tenure of office drives men out of the profession. This is quite natural, man and woman do not compete on equal basis in the economic world. For a woman the earnings are often in addition to the support given her by others. A woman enters upon the profession knowing that her career may be cut short at any time, at present man enters upon teaching as a stepping stone to some profession. When woman marries she is relieved of the responsibility of self-support and much more so of family support; with man this is absolutely different unless he is naturally favored with rich parents or exceedingly wise in the selection of his parents. In our economic world labor is paid for in marginal prices, the school needs manly men and womanly women and the greater the tendency to put the marginal price of the male and the female teacher upon the same level, the less chance there is to employ men. It is certainly a sad condition that one of the noblest of human occupations should be closed to the male because the marginal price produced by a preponderance of female teachers does exclude the male from the field.

To this result must be added another: The profession is undermined. First of all, immature material is used to make up the great majority of teachers. The young lady enters upon teaching when she is about 20 years of age, frequently even before this time. In a few years her "waiting term" has expired and she enters upon the calling for which she was primarily designed by her Creator. As the great majority of teachers do not enter upon teaching with the intention of remaining any length of time, we need not expect a very high grade of professional qualification. The

scholarship requirements are raised all along the line, it is true; but it remains that too many teachers employed annually lack the one essential qualification which is experience in practice. This is really the more essential qualification, but at a time when this qualification is fairly well met, the would-be teacher retires from the ranks.

There is another qualification which is neglected altogether. It has always seemed to me that no man and no woman can be a genuine, full-fledged teacher of children unless he or she bears parental relations to children. As parents we are introduced into a sphere which cannot be supplied in any other form; we learn to understand and sympathize with the other sex and with children as we could in no other way. The adolescent girl needs the mother as her advisor, the adolescent boy needs the father. The parents of the child at this age often are poor advisors, but much more unsatisfactory is the advice of the young unmarried man or woman; first of all, because they themselves cannot fully appreciate the situation, and second, because the advice is not taken in a way that would be wholesome to the child.

Having considered the results upon the profession, let us now consider the results upon the institution itself. The preponderance of female teachers has resulted in bringing about a feministic atmosphere. The upper elementary and high school grades are attended by girls in much larger numbers than by boys. Our school has almost become an institution for girls to the exclusion of boys. The number of male teachers is almost insignificant compared to that of female teachers. Here is an institution then under female control and attended largely by females. Is it a wonder that the institution has been adjusted to the needs and demands of females? There are essential differences between adolescent boys and girls, between male and female teachers, these differences are inherent. The writer does not question the mental capacity of females; but the course of study has been adjusted to meet the demands of the majority, and the *form* which has been given prominence over *content* appeals to the girl but not to the boy. The textbooks show the same tendency. Our woman teacher, our immature material, our lack of professional qualifications have bound us to the textbook as no other nation. There is nothing wrong in textbooks, but being bound too closely to these is wrong.

Another result is the mechanism of the school. Now we have short daily sessions, short weekly sessions, short annual sessions, and frequent holidays. Our female teacher demanded many of these changes, long hours make her nervous, she cannot stand long annual sessions, she must have frequent holidays. It is her constitution that exacts these demands of her. We must add here that the adolescent boy demands certain allowances as well as the adolescent girl. In his case there is no such allowance, and often he is under a female teacher who cannot understand and appreciate his condition. For him this is, however, the period of life when impressions stick, when his character is molded, and if he remains or is forced to remain he will either become a womanly man or almost a brute with no respect whatsoever for the opposite sex. The effect of discipline has been just as disastrous. The nature of the boy demands at this time, altho not harsh, yet distinctly masculine discipline. The "Please do sit up nicely," etc., invites the boy to rebel. The discipline of the school forces the boy out of school rather than to keep him there.

In the question of school finances, people have become accustomed to employ female

teachers because it means economy. It is true that America provides well for her schools, still if the funds do not permit the employment of men, of fathers of families upon a salary basis that will invite the labor of honest and competent men, the funds are insufficient. Yet if the funds are there, the low marginal rate for which female teachers may be had is an ever-present force to lower the marginal rate of male labor.

Having considered the results upon the profession and upon the institution, let us consider the results upon society. Society after all is the chief factor which is to be served by the institution. We exclude masculine influence from our youth, we have done so for generations. It is too early to see all the results plainly, we are aware of some. Above all, character building must remain the chief aim of the school. The character, the personality of the male and the female is not the same; we should educate manly men and womanly women. We place boys under the absolute control of women and expect them to gain manly attributes. We economize in the wrong direction, we save teachers' salaries, but we sacrifice manly character. We commit an outrage against the boy, against his most precious possession, his masculine character, when we force him under woman rule and among girl companions at the most impressive period of his life when his instinct seeks segregation rather than companionship of the opposite sex.

The family is the fundamental institution of human society. It must continue to preserve the species in its present state and civilization. Our educational system seems to implant a disregard for the family. It seems highly probable, that such a large number of women finding employment in our industrial system and especially as teachers of our children, is a powerful force in diminishing the extent, power, and influence of home. The constant contact of male and female at an age where their natural instinct would tend to sex segregation, under a class of unmarried women, tends to implant disregard for sex. The romantic element of courtship is lacking, it becomes commonplace and frivolous without any serious intent.

Furthermore, the employment of women in the industrial world results in a change of our

economic system. The introduction of female labor always lowers the marginal price paid for male labor. But as soon as the family has its beginning, woman leaves the industrial field. In the industrial world the marginal price of labor had been created under the necessity of giving sustenance to the man as the head of the family; under the changed conditions after marriage the family head will be subject to a marginal price created by individuals and even here lower than that adjusted to individual male labor. Under these conditions neither sex can support the family and it must disappear as one of our social institutions. But the family has been the unit which has permitted the progress of civilization. Whatever may be the ultimate result, we cannot continue the process and remain the same race with the same ideals, characteristics, and institutions. That our educational system should develop materialism to the detriment of all other phases of culture is an evil effect. A nation that seeks permanence must develop its ethical sense, but this we neglect almost altogether. We are a young nation, it is true, but it seems that our system of education prevents us from getting away from this elementary stage. And last of all our educational system does not produce the character results which it should produce. We are not as broad-minded and as tolerant as we should be. Our system does not permit the development of characters as a Thomas Jefferson, a Benjamin Franklin, or an Abraham Lincoln. We do not develop the proud, independent, manly spirit typical of semi-tropical regions. Our educational system gives us a race with the distinct feministic attitude towards life, whereas the nature of mankind demands that the manly virtues of the male and the womanly virtues of the female should be educated to their highest possible degree.

In closing I wish to remark that the ability to teach does not enter into my question. Many a lady is teaching because she has to make her livelihood somewhere. I should like to call attention to a great problem in our educational system, which, I do not believe, should be passed by with a sneer. I do not wish to make woman the slave of man, but believe that this question needs careful consideration: Is woman a slave when she satisfies the design of her Creator, or is she a slave when she enters the industrial world on equal competition with man?

SYSTEMIZING THE WORK OF THE HEAD OF DEPARTMENT IN HIGH SCHOOLS

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The head of department, in a modern high school of any size, must systematize his work, if he would avoid being swamped by the multifarious and decidedly varied duties that are imposed upon him. He has, of course, his own work as a teacher to perform. What time remains to him, or what special time is assigned to him, should be distributed methodically, if possible, for method in his work will result very definitely in an increase of efficiency in supervision.

What proportion of his free time as a head of department should be given to actual visiting of the classrooms of teachers in the department is problematical. Perhaps one-half is a fair average. A card-index is a useful instrument here. As a legal formality, the exact date of a visit is often a necessary detail. Dates can be entered on such cards, one or more of which may be devoted to the individual teacher. If the routine of the system calls for ratings along definite lines, these ratings should be entered on the cards. A brief description of the visit—in phrase form, perhaps, to save time—will serve to refresh the memory later, if the facts are

needed. On a separate card should appear a chart of the classes all thru the day, arranged in columns by teachers' names. Hereon, too, should be placed the dates of visits, in order that a single glance may show whether a given teacher is unconsciously being neglected. All such charts, and other documents, should be preserved from year to year, preferably in locked cabinets or other places of safety.

The most important instrument of the head of department, aside from the actual personality of the teachers under his supervision, consists in the equipment which he is able to secure for the use of classes. Such equipment includes textbooks, maps, globes, stereoscopes, lantern-slides, chemicals, etc. Every head of department should make it a point to be thoroly acquainted, thru verbal description or by actual inspection, of all forms of equipment, old and new, in his field. A form letter, which may go on a postal card, should be mailed around the first of the year to all publishers and manufacturers who have neglected to transmit the latest issues of their catalogs. Professional magazines should be scanned for profitable suggestions. All

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SOME ASPECTS OF THE BUSINESS ADMINISTRATION OF SCHOOL SYSTEMS

William C. Bruce

It is a well established principle that school administration is but a means to an end and that all administrative machinery is justified insofar as it serves the purposes for which the schools exist—the education of the children. This principle applies to school boards and superintendents just as it applies to the school laws and to those devices which administrators employ in the performance of their duties. If we agree that the ideal aim of education is the spiritual evolution of the individual and of the race and that there are many other proximate aims, which are constantly changing and growing, it is not difficult to understand that the administrative department of the schools must be organized to realize them, and that it must constantly change and improve as methods become clear for meeting them.

School administration, in its strictly educational aspects, has made enormous progress during the past thirty years largely because educators have understood its nature and have sought to make it an effective instrument for gaining the ultimate aim of education. The outstanding feature of this improvement has been the gradual relinquishment of the executive and judicial functions on the part of school boards and the corresponding growth of the powers and duties of the chief executive officer of the schools, the superintendent. It would be interesting to compare the superintendency of thirty years ago with the same office today, and to contrast the situation with respect to the outlining of courses of study, the determination of teaching methods, the selection of teachers and similar duties of a strictly professional character. Such a comparison would make clear how much superintendents have grown and broadened so that they are today as a rule, educational experts, whose training and experience ensures to them the right of initiative and final executive authority in all pedagogical and professional matters.

During the same period the physical or business aspects of school control have not advanced correspondingly, particularly because their effect upon the ultimate purpose of the schools has not been clear and partly because school boards have felt that the members are competent to handle the details just as they do in their private business or profession. School board business has consequently suffered from a type of satisfaction that goes with mediocre success and that does not look for better methods and greater efficiency. The conditions and abuses as they exist in most school systems would be quickly relieved if the business management were centralized, just as the educational management has been centralized. To discuss some of the aspects of the business control of the schools will be the purpose of this paper.

School boards as a class are composed of laymen to whom official labors are but an incident in a busy business or professional life. It is unfair to ask that they load themselves with more of the details of their work than can be dispatched in a limited amount of time, during the regular meetings and the occasional committee meetings. It is but natural to find that the casual attention which school boards can give to the affairs of the schools may result in a lack of unity, thoroughness and continuity in the business policies and business methods of the schools.

The creation of the office of school business manager and its establishment on a basis coordinate with that of the superintendent is the logical solution of the problem in the larger cities. This solution has been generally accepted and no school board in a city of more than 100,000 population can be found in which the office of the school business manager is not organized similar to the office of the superintendent.

The efficiency of schools in smaller cities would be immeasurably improved if they would, in some form or other, create the office of school business manager, or, if they would elevate the office of the secretary to the position of authority which it properly deserves. It is my judgment that in cities of more than 35,000 it is good economy educationally to employ a business manager to devote his entire time to the business of the schools. In communities of less than this size, it is good economy to delegate to the secretary these functions, and to make his work of real interest to him by allowing an adequate compensation. Hardly a reform could be suggested, which will do more to remove friction, delay and waste in school business than a concentration of authority and work such as suggested.

The present necessity for greater attention to the business management of the schools need hardly be argued before a gathering of school board members when it is recalled that the annual expenditures of even very small communities run into five and six figures, and in cities like Minneapolis and St. Paul exceed the two million dollar mark. School boards which are constantly confronted with the demands of the public for enriched courses of study and for the broadening of all the activities of the schools are thoroughly convinced of the fact that the greatest economy must be practiced. This conviction is further deepened when it is remembered that the revenues of the schools have not grown in proportion with the activities and the fixed costs of education so that the margin between the highest possible income under the tax laws and the actual cost of the schools is constantly getting less and, in some cases, is even exceeded in the annual levying for school expenditures. This condition alone would make careful attention to the business management of the schools one of the most important, if not the most important, duty of school boards.

It would seem that the first business function of the school board is the outlining of a sound financial policy predicated on the principle that the schools shall at all times be conducted at a cost well within the amount of present and anticipated tax revenues. Such a sound policy may involve an unwelcome and, at times, unpopular line of action, according to facts established in the school budget and the annual school levy. If such a sound policy cannot be maintained the only remedy is an increase in the tax rate permitted by the laws, and this remedy must be sought by the school board thru the state legislature.

From an educational standpoint it is unwise to adopt a policy of stinting the schools, particularly in the employment of competent teachers and principals at adequate salaries. Economy is an essential and school boards are under the gravest obligation of obtaining one hundred cents of value out of every dollar which they expend. But economy in the salaries of teachers and other employees is, in the vast majority of cases, false. The best teachers are none too good and the money paid to competent teachers is rarely, if ever, wasted.

A good financial policy demands the plan of paying-as-you-go for all current needs of the schools and the limitation of bond issues to permanent building improvements. The great majority of school boards rarely exceed their annual levies and, except in isolated cases, deficits in the annual appropriations are rare. The practice of issuing bonds is not so carefully thought out, however, and it occasionally happens that a school building is entirely worn out before the bonds are retired. Bonds issued on any except a serial plan, which permits of the retirement of a given amount in proportion as the building loses in value or is worn out, are unwise and unworthy of consideration.

As a fundamental of careful school finance,

good accounting methods are essential in a manner that few school boards appreciate. School business is public business and must of necessity be surrounded with more safeguards than the careful businessman places around his affairs. Adequate accounting not only insures a school district against waste, or what rarely occurs—positive theft—but it serves a distinctly constructive purpose in that it may, and should be, the means of upbuilding the school system; pointing out waste and unwise economy, and making clear the possibilities of better balanced expenditures. School accounting has been so systematized and standardized thru the efforts of the United States Bureau of Education and other agencies that school boards which have not in operation an accounting system based upon standardized outlines can hardly be said to have a system which is adequate or constructive. In a number of states a standard outline of accounting is furnished by the state education department or another state agency, and is compulsory. Such standardized outlines, if made mandatory in all states, would greatly improve school finances, particularly if they are made sufficiently flexible to meet all local conditions. In the absence of a standardized state system of accounts, school boards may well cooperate thru the medium of an association like this to spread among their members a simple, well balanced accounting system.

Closely related to an adequate accounting system is a proper anticipation of future school needs thru the medium of the annual budget. It is not too much to ask of school authorities that a demand be made not only of the committee entrusted with the work of preparing the budget but also of the superintendent, the business manager and the directors of special subjects, to outline the needs of each department of the schools. Such a budget prepared according to the standard outline recommended by the Bureau of Education and developed intelligently by comparison with expenditures in former years, will provide adequate needs for the conduct of the schools. Such a budget if analyzed on the basis of percentages devoted to different activities and compared with the budgets of other school systems, will also point out shortcomings and abuses. It will make clear whether the schools are spending too much proportionately for teaching or janitor service, whether supervision is high in relation to the total expenditures, etc. It will suggest constantly opportunities for expansion and for economy.

Outside of the expenditures for teaching service, the construction and maintenance of buildings is the largest single school expense. It is well to remember here that the schoolhouse must be built only for service, and that the education of children and their physical, as well as spiritual, development should take precedence over any factor of economy. The entire practice of school boards in connection with school buildings may be summed up in a few cautions: Build for educational efficiency, for permanence, for healthfulness, for safety against fire and panic.

The problem of selecting a site for a school building is always troublesome but not so difficult if the school board insists that no factor shall enter into it except that the location be most central and convenient and afford the proper orientation for the structure and adequate play space. The pressure of personal influence which invariably accompanies the erection of a schoolhouse is felt most strongly in the selection of architects and engineers. Here the essential principle of ability as expressed in experience and in successful performance, will lead the school board thru the shoals and shallows of personal pull and intrigue to the safe harbor of adequate architectural service.

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STANDARDS OF SPACE FOR HIGH SCHOOLS

Definite standards of space allotments for the various departments of high schools are employed by Mr. C. B. J. Snyder, architect and superintendent of buildings for the New York City Board of Education. These standards have been developed during 25 years of continuous experience in erecting high schools and constitute the only fully defined rules of practice in use by an American school architect.

The outstanding feature of recent progress in American schoolhouse architecture has been the development of standards for the area and cubic content of classrooms and of minimum requirements for lighting, ventilation, and sanitation. This partial standardization of schoolhouse design has been largely limited to buildings intended for use as elementary schools and has been applied only in a very small degree to secondary schools. The chief reason for the lack of standards in high school buildings has been the great variety in the organization and management of these schools and the unequal development of special departments and activities.

The high school buildings of New York City as built from Mr. Snyder's plans are the effect of well thought out educational and architectural programs in which every detail of the number of students, the amount and variety of activities, the probable enrollment in each department, future growth, etc., are forecasted. Mr. Snyder argues that a high school cannot be planned successfully without a well matured program that indicates to the architect the number of students in attendance for each year and each branch of the course and the character and probable development of each course. He likens the high school to a factory or mill, which can be planned intelligently only when the architect knows the various departments or processes of manufacture and the amount and character of the space which each requires.

Mr. Snyder further advocates strongly a balanced daily program whereby each recitation room, shop, laboratory and study room is occupied by a full quota of students for each period of the day. A building in which expensively built rooms are open only one or two periods a day involves an economic waste. While it is perhaps impossible to overcome altogether the disuse of rooms and departments, still the expenditures for high schools are growing so enormous that communities must demand more and more the greatest use of all facilities and a proper return on the investment.

THE OLD SCHOOLHOUSE.

Eugene H. Taylor, A. I. A., Architect,
Cedar Rapids, Ia.

Scattered over the country there are surely a vast number of schoolhouses of the old type, which the people do not feel ready to replace with new buildings, which tho in good condition so far as stability and repair are concerned, are entirely out-of-date and are a menace to the well being of the pupils.

These antiquated designs transgress more or less many of the vital principles that all authorities in educational structures are agreed upon, and which are incorporated in building laws in some cities and states but which unfortunately are not so controlled in other communities.

There are always to be found school boards that will not safeguard their constituents unless compelled to do so by statutory requirements.

Perhaps the defect that is as prevalent as any and that is the most easily detected is that of classroom lighting. Travellers passing in view of school buildings from railroad car windows can at a glance tell whether or not this is in any way regarded.

No doubt most of the buildings erected in the last few years show an attempt at least to follow correct principles in fenestration. Still there are school boards today which are either igno-

SCHEDULE OF SPECIAL ROOMS IN HIGH SCHOOLS, NEW YORK, N. Y., WITH THE APPROXIMATE SIZE AND ACCOMMODATION OF EACH

C. B. J. SNYDER, Architect and Superintendent of School Buildings

| ROOM | No. Pupils | Floor Area Per Pupil in Sq. Feet | Total Floor Area in Sq. Feet |
|---|----------------------------------|---|------------------------------|
| AUDITORIUM..... | Varies with size of school. | 7 Sq. feet. Min. Exclusive of platform or stage or large entrance spaces. | |
| BOTANY LABORATORY..... | 36 | 22 | 820 |
| Preparation Room..... | .. | .. | 260 |
| Store Room..... | .. | .. | 120 |
| Plant Room..... | .. | .. | 132 |
| Total: | 37 | | 1,332 |
| CHEMISTRY LABORATORY..... | 30 | 50 | 1,500 |
| Preparation Room..... | .. | .. | 250 |
| Apparatus Room..... | .. | .. | 75 |
| Dark Room..... | .. | .. | 80 |
| Shop..... | .. | .. | 80 |
| Store Room..... | .. | .. | 320 |
| Total: | 76 | | 2,305 |
| COOKING ROOM..... | 30 | 33 | 990 |
| Laundry..... | .. | .. | 120 |
| Dining Room..... | .. | .. | 264 |
| (Space must be increased if bedroom and bath are included.) | | | |
| Total: | 46 | | 1,374 |
| COMMERCIAL ROOM..... | 35 | 27 | 966 |
| DRAWING ROOMS (Freehand-Mechanical).... | 36 | 35 | 1,290 |
| Store Room..... | .. | .. | 80 |
| Total: | 38 | | 1,370 |
| DRESSMAKING ROOM..... | 30 | 33 | 1,000 |
| Fitting Room and Storage Room..... | .. | .. | 200 |
| Total: | 40 | | 1,200 |
| FORGE..... | 30 | 66 | 2,000 |
| Stock and Tool Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| Total: | 80 | | 2,400 |
| FOUNDRY..... | 30 | 83 | 2,500 |
| Tool Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| (Should be increased by 200 Sq. feet if all on one level). | | | |
| Total: | 93 | | 2,900 |
| GYMNASIUM*..... | Each varies with size of school. | School seating capacity x 2 1/2 Sq. feet. Seating capacity x 1 Sq. foot. Seating capacity x 1/2 Sq. foot. | |
| Locker Room..... | .. | .. | 1,560 |
| Shower Space..... | .. | .. | 240 |
| JOINERY..... | 35 | 44 | 240 |
| Wash Gallery..... | .. | .. | 40 |
| Tool Room or Cases..... | .. | .. | |
| Total: | 51 | | 1,840 |
| LAUNDRY (With full Equipment)..... | .. | .. | 600 |
| LECTURE ROOM (Amphitheatre form)..... | 60 | 15 | 900 |
| LIBRARY..... | Varies with size of school. | 20 (Exclusive of stacks) | |
| MACHINE SHOP..... | 20 | 75 | 1,500 |
| Stock and Tool Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| Total: | 95 | | 1,900 |
| MANICURING..... | Varies with size of school. | 20 | |
| METAL SHOP..... | 30 | 50 | 1,500 |
| Stock Room..... | .. | .. | 50 |
| Tool Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| Total: | 63 | | 1,950 |
| MILLINERY..... | Varies with size of school. | 12 | |
| Storage Closet..... | .. | .. | |
| MILLING AND CONSTRUCTION..... | 20 | 75 | 1,500 |
| Stock Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| Total: | 95 | | 1,900 |
| MUSIC ROOM..... | Varies with size of school. | 12 (Exclusive of platforms or stage). | |
| NATATORIUM..... (Including pool 18'x40') | .. | .. | 2,000 |
| Dressing and Shower Room..... | .. | .. | 1,100 |
| Attendant's Office..... | .. | .. | 100 |
| Laundry..... | .. | .. | 100 |
| Pools vary in size, 18'x40'; 18'x60'; or 21'x75' | .. | .. | |
| Total: | .. | | 3,300 |
| NOVELTY ROOM..... | .. | 20 | |

*Some estimates have been made on the basis of 36 or 40 Sq. feet per pupil on floor at one time.

| ROOM | No. Pupils | Floor Area Per Pupil in Sq. Feet | Total Floor Area in Sq. Feet |
|-------------------------------------|------------|----------------------------------|------------------------------|
| PATTERN MAKING..... | 32 | 46 | 1,500 |
| Tool Room..... | .. | .. | 100 |
| Stock Room..... | .. | .. | 200 |
| Locker-Wash Room..... | .. | .. | 200 |
| | Total: | 59 | 2,000 |
| PHYSICS LABORATORY..... | 30 | 50 | 1,500 |
| Store Room..... | .. | .. | 250 |
| | Total: | 58 | 1,750 |
| PHYSIOGRAPHICAL LABORATORY..... | 24 | 40 | 960 |
| SEWING ROOM (Treadle Machines)..... | 32 | 28 | 920 |
| Fitting and Storage Room..... | .. | .. | 200 |
| | Total: | 34 | 1,120 |
| SEWING ROOM (Power Machines)..... | 32 | 28 | 920 |
| TYPEWRITING ROOM..... | 35 | 25 | 900 |
| ZOOLOGY..... | 35 | 22 | 820 |
| Store Room..... | .. | .. | 120 |
| Dark Room..... | .. | .. | 90 |
| | Total: | 28 | 1,030 |

rant or who persistently ignore the well established rule that the entire light of a classroom should come from the left of the pupils. They apparently do not understand that the windows should as nearly as practicable be arranged in a single group with the least width of pier or blank space between, and that they should extend from a little, if any, below the level of the pupil's eyes when seated, to within a few inches of the ceiling. The glass area should not be less than one-fifth of the floor area.

With the present common use of beam construction it is easy to dispense with brick entirely between window frames and to form in effect a group of windows with but a few inches between glass so that a whole side of the room contains nothing to cast cross light shadows upon the pupils' desks.

The usual construction of say forty years ago was to arrange windows on two or three sides of the rooms, with brick piers between as wide or wider than the windows themselves. The sills were low and the heads of the windows were often rounded and far down from the ceiling. Corner rooms are still to be seen in which as much light reaches the pupils from the rear as from the side. Practically all these rooms could be arranged so that the light comes from the left, thereby removing completely conflicting

shadows, and the annoyance of the direct light in the teacher's eyes.

The writer knows of such buildings erected within the last twelve months, also of many of the same sort built long ago in cities that are now erecting new ones of the most up-to-date type. The wonder is, why the pupils in these old buildings are still doomed to eye injury when it would be so easy to alter the old to conform to the new ideals.

Cases are to be seen where such defective lighting has been made worse by erecting spiral chute fire-escapes opposite the most important window, thereby reducing the glass area, while it might have been at least placed at one of the rear windows.

It used to be common to make entrance doors very heavy and high so that small children could scarcely open them. The arrangement wasted much space in the halls above the entrance, and an efficient designer could have arranged to meet all needs suitably and provide additional room by a sufficiently high door and a mezzanine story that would provide an office, a library, or rest room, or other useful space.

Is it not actually criminal to allow such conditions to continue? Cannot the SCHOOL BOARD JOURNAL do a great good by calling attention to these defects and leading a careless public to action?

RIGHTS OF PUPILS IN PUBLIC SCHOOLS

Harry R. Trusler, Dean of College of Law, University of Florida

(Concluded from November)

In the following cases, on the other hand, children otherwise qualified have been denied the right to attend school without paying tuition, on the theory that they were not *bona fide* residents of the districts in which they were living: an inmate of an institution chartered for the care, support and education of poor and needy children (26 L. R. A. 581); a child living in a denominational orphan asylum (Ohio St. 448); a child residing on a United States military reservation (1 Met.—Mass.—580); a child staying with her uncle, whose father lived in another state and had not relinquished control over her (76 S. W. 354); a child apprenticed to an aunt for the sole purpose of sending him to school (23 N. H. 507; 18 Ind. 14); a child sent to board with a relative residing within the district and attending school for a few weeks before the fact of his non-residence was discovered (26 Ill. App. 476); a child living with his parents, the latter owning a farm which had been their domicile and staying in town only during the winter for the purpose of taking advantage of its schools (38 N. W. 433).

In considering the admission of non-resident pupils to the schools, it is necessary to notice (1) whether or not the pupil is domiciled outside of the state, (2) who is responsible for his tuition, (3) the rate of tuition that legally may be charged, and (4) the remedies of the district

for the non-payment of tuition, and (5) the statutes, if any, bearing on the subject.

Whether it is legal under any conditions to admit pupils domiciled in other states has received little consideration by the courts. Apparently, they generally have been admitted upon the payment of tuition. Some courts, however, have held it illegal to admit children whose parents or guardians reside in another state, regardless of their willingness to pay tuition (18 Ind. 14; 103 Mass. 104). Whether this holding is not in conflict with the provision in the United States Constitution (Art. 4, Sec. 2) providing that "the citizens of each state shall be entitled to all privileges and immunities of citizens in the several states" may perhaps be questioned (2 Watson on the Constitution p. 1214). If the school authorities, however, have no right to receive non-resident children into the school, they cannot maintain any action against the parents for their tuition, altho there is an express contract to pay it (103 Mass. 104). But it has been held proper to submit to the jury the question whether there was a compromise of a doubtful claim, as a consideration for the note given for such tuition, and if so to return a verdict for the district (90 Mo. App. 403).

Non-resident pupils living in the state generally have been admitted to schools outside of the district in which they reside. It has been

held, however, that pupils from other districts need not be received, unless a statute requires it (41 N. E. 669), and that they cannot be received at all to the exclusion of resident children who otherwise would attend (13 S. E. 120). In any event, such pupils are entitled to attend only upon the payment of tuition (35 Cyc. 1119). Unless a statute charges this tuition upon some subdivision of the state, it is enforceable against the parent, guardian or custodian of the child (66 N. W. 324; 70 N. E. 936; 22 Pa. Co. Ct. R. 567; 13 S. E. 120; 128 N. W. 899). The remedy of the district for the non-payment of the tuition of non-resident pupils is not limited to expulsion (66 N. W. 324). The rate of tuition charged non-residents must at least equal the per capita cost of their education. Should the directors charge such pupils a less tuition the deficit would have to be made good by a use of money raised by taxation in the district for the education of the children of the district, which would amount to a diversion of this money from its proper purposes. "In other words, non-residents are at least to pay for their own tuition and the people of the town are not to be burdened as taxpayers with any part of the same. The board can put terms upon non-residents which will make their tuition a source of revenue to the school, but cannot allow terms which will make it an expense upon the inhabitants of the town" (13 S. E. 120).

Transfer of Pupils.

There is statutory authority in many jurisdictions for the transfer of pupils from the district in which they reside to another district. Usually these statutes are limited to cases in which attendance in another district would be more convenient for the pupils, or where there is no high school in the district in which they reside. The cost of tuition generally is to be paid by the district in which the pupils reside (Note, Ann. Cas. 1913 B, 1019), and, where the transfer is authorized, the district educating such children may sue the home district for such tuition as the statute gives (64 Atl. 948).

Whether an express contract to pay tuition on the part of the home district is necessary in order to secure a judgment against it, depends somewhat on the wording of the statute. If the home district is authorized to contract for the admission of its pupils to the schools of another district upon such terms as may be agreed upon, an express agreement is necessary (38 N. E. 23; 43 Pa. 318); but it may be made after the children have attended the school (85 N. W. 794). Where notice of the tuition demanded has been given the home district, which allows its children to continue in the school, it may be held on an implied contract to pay it (61 Atl. 471); and if the district refuses to give its consent to certain of its children attending another school, under circumstances where the statute says it shall not withhold it, the district is liable for their tuition (61 N. E. 260). Having approved a school to which it is paying tuition for a pupil, the home district is not entitled arbitrarily to withdraw its approval (82 Atl. 718).

Where a statute allows a district educating non-resident pupils "the actual pro rata cost of tuition," it may recover such proportionate part of the entire cost of tuition as the number of outside pupils bears to the whole number of scholars attending the school (10 So. 57). The cost of fuel, heat, janitor's salary, incidental expenses and interest on the bonds of the district are not included in said cost (10 So. 57; 49 Pa. Sup. Ct. 561).

The law is not settled as to the validity of statutes giving a resident of another district in the state the right to attend school without charge. A statute requiring the city of Memphis to admit to the city schools all children of school age residing within one-half mile of the city limits has been sustained, the court saying that a corporate purpose may be accomplished outside of local limits. Inasmuch as the city schools received county and state aid, the court maintained that no showing had been made that

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THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

A BUSINESS MANAGER.

The New York City board of education is shortly to appoint a business manager to take general charge of the business and financial affairs of the school department. The new official is to receive a salary of \$10,000 annually and is to co-ordinate the work of the secretary's office, the chief clerk's office, the bureaus of audits, of buildings and of supplies, and the supervisor of janitors. He is to outline business policies for the schools and is to enjoy initiative and executive powers just as the superintendent of education outlines educational policies and exercises broad powers of initiative and supervision over the educational affairs of the city.

The New York board has been criticized for years for the dilatory and illogical conduct of its affairs, due mainly to the committee system by which each of the business departments is segregated. It is no exaggeration to say that the committees have frequently acted as miniature boards of education without regard to the general effect of their acts upon the school system as a whole. Again, they have withheld necessary action out of "senatorial courtesy" or because a given problem has overlapped into another committee. The result has been a lack of directness and constructiveness in the physical control of the schools. No one person or group of persons has had a thoro grasp on the situation as a whole and has been able to outline a broad, long-sighted policy and insist upon carrying it thru. In the opinion of the board a business manager will supply this want and will unify the direction and administration of the physical details of the school department.

In creating this new office, the New York board is giving recognition to a feature in urban school administration which has become quite general and which is doing much for efficient economy in school business. In cities like Cleveland, St. Louis, Chicago, Pittsburgh, Philadelphia, Cincinnati, Milwaukee, Grand Rapids, Minneapolis, Erie, etc., the business managers are men of affairs with broad training in the theory and methods of public finance and administration, and with long experience in school work. They have raised their offices to such a standard of efficiency that the school boards have gladly relinquished more and more the direct management of the school business and have treated them much in the manner that boards of directors in large corporations treat their managers.

It is to business managers of the new type that credit is due for recent improvements in uniform school accounting, budget systems, purchasing methods, schoolhouse construction programs, improved methods of hiring and paying janitors, etc. American schools would greatly improve in efficiency if all school boards employed high-grade managers.

THE DETROIT REFORM.

Detroit is to have a small school board of seven members under an amendment to the city charter voted by a large majority on November 7. The change will legislate out of office a board of 21 members elected on ward lines. The campaign for a small board has been going on for eight years, and the acceptance of the

amendment to the charter is a triumph for a small number of civic and women's clubs who have been working most earnestly for the betterment of the school control.

The Detroit board has been a political body in which personal patronage and partisanship have controlled in the selection of janitors, teachers, principals and even in the past, of the superintendent of schools. The personnel of the Detroit school board has not been representative of the best interests of the community. In many cases, the members have been aspirants for higher political offices, who have been simply seeking patronage to establish them politically. They have been particularly anxious about the appointment of their friends and they have been unusually active in erecting new buildings. It has been almost a monthly occurrence that the board has over-ridden the recommendations of the superintendent in the appointment and transference of teachers and principals, and in the selection of books and other teaching materials.

It is confidently expected that the new board, which is to be chosen in April, will consist of men and women of the highest civic spirit, that they will reorganize the administrative types of the schools along lines that will insure the recognition of the superintendent as the professional head of the school system, and that they will reorganize the physical departments of the schools so as to insure the largest measure of economy and efficiency. The Detroit schools are enjoying the services of one of the strongest superintendents in the United States, and it will be interesting to see the results of his work under sympathetic conditions.

THREE FAULTS OF SCHOOL ADMINISTRATION.

A recent publication of the Massachusetts State Board of Education discusses three faulty types of school administration commonly found in the smaller communities. The most common of these types gives all authority in the conduct of the schools to the school board which frequently holds its meetings without the presence of the superintendent and which allows him few powers in the larger duties of his office.

The second type goes to the other extreme by throwing all the burden of the work on the superintendent. In communities of this kind, the school board shirks most of its responsibility and the superintendent is hampered by the fact that he carries all of the load and is backed by only scant support on the part of the school board.

In the third type of town, the administration of the schools is generally characterized by an absence of well defined principles and practices so that the functions and the relations of the superintendent and the school board are not clear and specific. In this type of town it is not uncommon to find that meetings are held at irregular intervals and that both superintendent and school board members are "at sea" concerning their work.

It is the common experience of experts in school administration that the first practical step toward an effective school system is a well ordered scheme of administration in which the functions and relations of the school board, the superintendent, the principals and the teachers are clearly defined and observed. In such a scheme the school board understands that its duty is to represent the people, to attend to the financial and physical affairs, to approve or disapprove after due inquiry and consideration the professional acts of the superintendent, and to stand in general as the representative of public opinion and public interest. Here the superintendent understands that he is the educational expert of the schools upon whose shoulders rest

the direction and management of the schools in every professional matter. He is the educational leader as well as the director and supervisor and it is his duty to guide the school board in everything which directly or indirectly affects his own work and the efficiency of his teachers. Such a superintendent will insist upon initiative in all matters but will require also for his own satisfaction, and especially for the safety of the children in his charge, that his every act be scrutinized and every suggestion be weighed before it is approved. Such a superintendent will be a trained administrator, a master of educational theory and practice and a capable leader of his community. He will understand the essential democracy of the school board system and will respect it as the best safeguard of the school system.

CENSORSHIP REQUIRED.

The right of school authorities to supervise and control the activities of students outside of school hours and in places remote from the school has been well established in law. Any activity of pupils which affects the discipline and effectiveness of the school as an educational agency in the community is duly subject to reasonable rules of the faculty and the school board.

It is well for school boards and superintendents to keep these principles before them in supervising extra-mural student endeavor. We have in mind particularly, student societies, athletics, publications, public receptions and similar social functions which invariably are hard to control and which frequently cause public censure.

Students of high school age have not attained that balance and self-control which prevents excesses and abuses and tactful, but firm, management by the principal and the teachers is necessary at all times. Such control may be irksome and may appear to be unjust to temperamental youngsters who feel themselves at the ripe age of 16 or 17 able to exercise the judgment and discretion of their mature elders. But school dances must be chaperoned, high-school papers must be "blue-pencilled"; athletic teams must be managed and school societies must be supervised and when necessary suppressed. The school authorities are, and must be, supreme in authority and school boards and parents should uphold them.

A MEMORIAL TO TRUE MANHOOD.

A statement issued recently by the authorities of the Shortridge High School of Indianapolis contains the following paragraph:

"The Shortridge High School Indiana Centennial Committee, consisting of * * * (eleven teachers) and selected for the purpose of deciding upon the best way of celebrating the Indiana Centennial, decided to place a bronze tablet to the memory of James Biddy, janitor. In this selection they felt that they would dignify labor, honor worth and bring to the minds of all future students of Shortridge the value of character."

The man thus honored served as janitor during a period of 24 years and gained the respect of all who came in contact with him by his faithfulness, his loyalty to his work, his modesty, and his genuine manhood. His life is summed up in the inscription which is to be placed on the tablet: "He dignified labor; for he had no master but his duty, had no comrade but truth, desired no approval but self-respect." James Biddy died nearly ten years ago but his service and his personal worth have not been forgotten.

It would be difficult to find a more genuine expression of Americanism than this tribute of a committee of teachers to a man in a lowly

position. We frequently speak of the equality of citizens but it is rare indeed to find such recognition of the worth of a man in what is considered a menial occupation. Certainly the democracy of the schools is realized in Shortridge High School and is impressed upon its students.

So long as the Shortridge High School stands, the memorial to James Bidy will be an inspiration to the student body. It will be a reminder of the essential truth of the old biblical maxim that a man who is diligent in his business will stand before kings.

MEASURING TEACHERS.

State Supt. F. G. Blair of Illinois calls attention in a recent article to a danger resulting from the application of cut-and-dried methods of measuring the value of teachers. The advocates of printed outlines for rating teachers would lead superintendents to believe that a panacea had been discovered for determining the exact efficiency of an instructor in one or two hasty visits. It is especially this tendency that Mr. Blair opposes with good reason. He writes:

Teaching is not an exact science. In fact it is not a science at all. Its phenomena cannot be measured in those exact ways essential to the organization of a real science. To be sure, we apply measures to determine the quantity as well as the quality of the products of instruction. Such measurements yield the more reliable information when applied to the quality of knowledge or skill resulting from the teaching process. Every attempt to measure the quality of a particular teacher's work shows the danger of relying upon any one method of determining its value.

Recently, a person, with unusual fitness for passing upon teaching ability and skill, asked a county superintendent to direct him to a country school taught by one of his best teachers and to one taught by one of his poorest teachers. The county superintendent was not a little surprised to find that the visitor thought that the standing of the two teachers visited should be reversed. Now the easiest explanation of the radical difference in estimates of these two teachers by these two judges is that they used different standards of measurement. No doubt that does have something to do with it, but there are several other elements. One of the teachers was of that modest, conscientious, sensitive type which does its best work every day in the week when visitors are not present, but which is greatly embarrassed and confused by the presence of strangers. (I have seen several such teachers develop marked cases of stage fright.) The other teacher belonged to that very small class of lazy, careless persons who show spirit and metal and mastery only when they are performing before the band stand. One visit might not reveal the relative strength and weakness of these two teachers. Here, no doubt, is a part of the explanation of the difference in the judgment of these two experts.

THE SCHOOLROOM WINDOWS.

It may sound like an exaggeration to say that the window is the most important feature of the modern schoolroom. Still, a moment's reflection will recall that no amount of heating, ventilation or equipment is of the slightest use without proper lighting. Schoolmen and hygienists thoroly understand the importance of the correct placing, size, and construction of windows. They depend upon windows at all times for the quantity, quality and direction of the light which makes possible reading, writing and all other forms of classwork in which the eyes guide the intellect and the hand. For a good portion of the school day, schools depend

upon the windows also for ventilation,—for the pure, outdoor air, unchanged by passing thru tempering coils, washers and dusty flues. During severe weather, the windows must protect pupils and teachers alike from cold and snow and from that bugbear of the average schoolroom—drafts.

It will hardly require an argument that the architect should plan every classroom with lighting as a first essential. The general principles of arrangement, namely, that the light should come from the left only, and that the glass area should equal not less than one-fifth the floor area, are too old and too well known to discuss. It must be added that the window should be squareheaded and as near the ceiling as the construction will permit.

The window sash deserves especial consideration. While the old double-hung, counter-balanced sash have much to commend them, the demands of the open air school make necessary a form of window which is more flexible. The ideal school window should be capable of being opened to the full extent of the casing when it is desired to flood the room with air and direct sunshine. It should be capable of any degree of opening and should be arranged so that drafts can be kept from the pupils. At the same time, it should keep out rain, snow and sleet without thereby excluding free passage of air. A number of windows in the market practically fulfill all these requirements. While they are slightly more expensive than the traditional sort they are more than worth their cost in healthfulness, safety and economy in upkeep.

THE TEACHERAGE.

At the heart of the problem of improving the rural schools is the teacher. Until means can be devised for raising her scholarship and professional training, there can be no material progress.

Even this is not sufficient. The teacher must be made happy and contented in her work. The attitude of ninety per cent of the country teachers who look upon the school community as one in which they live "in their trunks" must be obviated. They must be made to feel and to live at home. The evil of boarding around, of going without the decent comforts—wholesome food, pleasant rooms—must be obviated. The teacher's cottage is the only solution, just as it has been the solution in the countries of Europe.

A DECISION OF IMPORTANCE.

The Supreme Court of the state of Illinois, in several recent decisions, has passed unfavorably upon the method, provided by a statute commonly referred to as the high school tuition law of 1915, for paying the tuition of non-resident high school students. In brief, this law required that all children in districts which maintain no secondary school might attend an accredited high school within the county. The

tuition for these students was not to be paid by the school board of their home district but was to be taken out of the general state school fund apportioned to the county. The court in its decision upheld the contention of the plaintiff school boards who held that the law imposed upon districts maintaining high schools a disproportionate burden, inasmuch as they must pay a portion of the tuition of children from districts which maintain no high schools. It also declared the law inequitable because districts which have no high school pupils have been obliged to directly contribute to the tuition in other districts.

The decision is rather serious in its effect because in the opinion of some it leaves no means of paying the tuition of non-residents now enrolled in "foreign" township high schools. Competent authorities, however, declare that the former tuition law which placed the burden of tuition on the home districts of students is again effective so that none need suffer.

The decision is of general interest as restating in a new form the old principle that state school funds must be distributed equitably and that every district must bear the burden of educating its youth.

A STUDY OF CITY SCHOOL FINANCE.

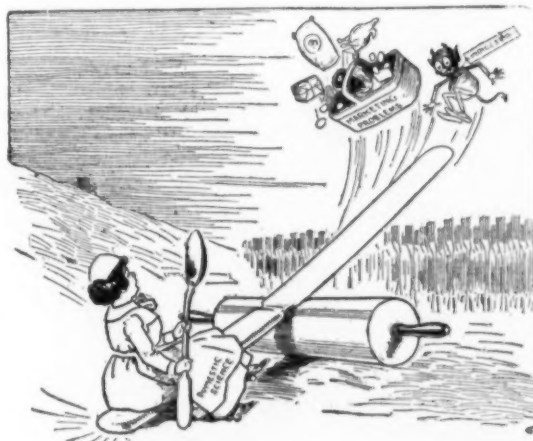
The Minneapolis Board of Education has recently issued a monograph, which deserves to be studied by every school board which is troubled with the problem of larger revenues. This monograph presents a general discussion of the sources of revenue, the school expenditures during recent years, the growth of expenditures and the distribution of the funds for the various activities of the schools. The monograph is chiefly valuable because of the unique graphic presentation of expenditures by which any citizen may grasp the large facts about the cost of the schools. It makes clear that while Minneapolis is spending large sums for the schools, that relatively its educational system is exceedingly economical and comparatively low in cost, and that if the Minneapolis schools are to keep up in growth and efficiency, that greater expenditures must be made in certain well defined activities.

THE "ME TOO" ATTITUDE.

In every school board there is a type of member who is a follower rather than a leader, who agrees to practically every proposal that is made to him and who can be characterized by the phrase used by little children who say "me too." The school board is the highest public authority in the conduct of public education, and its functions are as important as those of any other public department. While school boards have gradually relinquished some of their executive and judicial functions to the superintendent and other professional heads of the school, they are nevertheless responsible for what the schools teach and how they teach it and for the administrative and judicial acts of their paid officers and employees. It is well for a school board to accept the recommendations of its superintendent, but these recommendations must be carefully weighed, and, if not justified by sound reason, must be rejected. Because a superintendent has both initiative and authority does not remove from the school board its own responsibility. The "me too" attitude is as pernicious as over-activity in the personal management of the schools.

TITLE AND INDEX.

Subscribers who desire to bind their files of the AMERICAN SCHOOL BOARD JOURNAL may obtain a title page and index by directing a post card to the Bruce Publishing Company, Milwaukee, Wis.



The Weight of Excellence.
—Battle Creek Enquirer.



Edward Stots, Architect.

SCHENLEY HIGH SCHOOL.—MAIN FACADE.

Completed September, 1916.

Recent School Buildings in Pittsburgh, Pa.

Erected under the Supervision of Mr. C. L. Wooldridge, Superintendent of Buildings

Pittsburgh is a city richly blessed. It has a wealth of natural resources and has been generously protected in their development. It could not hope to retain its own self-respect or the esteem of its neighbors if it did not protect in turn and develop the best life of its children. The city is therefore in the midst of a six million dollar school building program. The spirit of the schools, however, is more important than statistics.

The New Pittsburgh School System.

The new Pennsylvania School Code gave Pittsburgh a great opportunity. The school systems of other cities have been enlarged, or modified. But in no case except in the instance of Pittsburgh has there been a chance to entirely rebuild the school system of a great American city. Here was a clean sheet. Here was an opportunity to give the child a whole chance; to have the work of the schools done as well as the work of the best managed private business or corporation in the community.

The public school fund is the baby's bank. Every penny of it is put there in trust for the child. One of the earliest and most important acts of the Board of Public Education was to place every dollar of school money in depositories where it was secured by bonds as are required by the Government, and where it would receive, after fair bidding, the highest rate of interest.

Perhaps the most perplexing single task has been that of providing new school sites. Securing sites, properly located, in an absolutely open and fair manner, and at reasonable prices presented obstacles for a public body which no private individual has to meet. Property has been purchased for \$499,025 which was appraised at \$521,132.

The reconstruction of the Pittsburgh school system has been in progress four years. The first task, that of making safe and sanitary the old buildings, was costly and in many ways unsatisfactory. The Board of Public Education has spent over a million dollars in this type of work.

The work on new buildings is much more satisfactory. Five modern buildings have already

been completed and are now in use. These buildings are generally recognized as among the best examples of public work ever completed in the city. They have been carefully planned and closely, accurately and fairly specified. They have been rigorously inspected during every step of the work. The people know that they represent a full dollar's value for every dollar spent. They are a substantial contribution to the assets of the community. The board put one of its best schools in one of its most needy sections. The Schenley high school which is just being completed is a most important contribution to the Pittsburgh school system and will be one of the finest high schools in the world. Two additional high schools are also under construction.

Wider Use of Schools.

Just as Pittsburgh is happiest and most prosperous when her mills are running double and treble turn, so the people of Pittsburgh have found that they may receive greatly increased dividends upon their 135 schoolhouses representing \$16,000,000 investment in school property by having that property used by all of the people all of the time. In hundreds of cases, parents, older children and younger children attend the same school at different times.

Nor are the benefits of the wider use of the schools confined to the recent American. In some of the most prosperous resident sections, the classes in manual training, shop work, cooking, sewing and particularly the various musical activities are bringing to the schoolhouse the best people of the community. "We are all learning" is the motto of the Pittsburgh schools, and it applies alike to child and to parent. In the old days the high school was commonly called the people's college. Under the new movement, the schools are destined to become the people's club and one point in the community at which all of the people may meet, become acquainted, study and engage in proper and uplifting entertainment on common ground. The school is coming to be recognized as the best of the public service corporations. A good school is the best advertisement, the best asset and the best dividend paying property in any community.

Industrial Education.

In the reconstruction of the Pittsburgh school system, one of the most important problems was the problem of giving work its proper place in education. There was fortunately a good foundation along industrial lines in the work begun in previous years. Most of the other cities first introduced industrial training in their high schools. Pittsburgh recognized years ago that the boy or girl of 13 or 14 was the one most in need of industrial training, so hand work was begun in these years, and gradually extended both ways until it connected with the work of the kindergarten on the one hand and reached on thru the work of the high school. A democracy does not mean simply that one has a right to vote or worship as he chooses, but also means that everyone has an inalienable right to that type of training or education, which is best suited to his ability or to his needs.

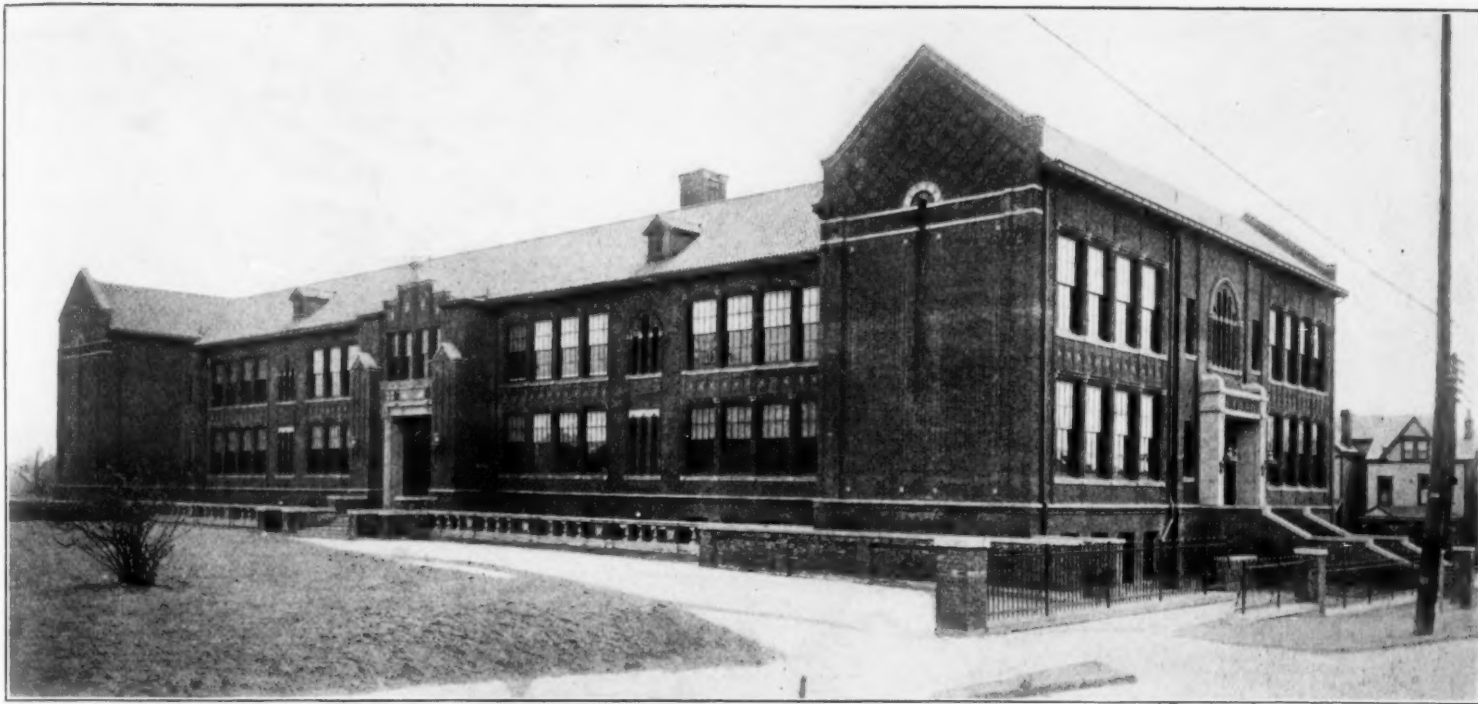
Pennsylvania has just taken an immense forward step in the passage of a law providing for a system of continuation schools. These schools guarantee two things of the utmost importance. First, they guarantee that the boy or girl who is obliged to go to work at 14 shall have a fair portion of the benefit of the public school system. They guarantee, second, that the manufacturer and the community shall receive from the public school young men and young women capable of doing good work.

Few people stop to count the dividends they receive in a democracy. Of these the greatest and the surest are the school dividends.

A public school should be a health center as well as a social center. Both children and parents should be given every opportunity to learn what food, what exercise, what work will benefit them most.

Pittsburgh served its pupils over twenty-five million times in various ways in its day school and nearly two million times in its evening schools last year. The Board and its organizations stand ready, trained and willing to serve in every possible way.

Pittsburgh in 1911 adopted the plan of selecting different architects for each respective building. These architects execute their work under



Vrydaugh & Wolfe, Architects.

DILWORTH SCHOOL.

This building contains 16 classrooms, 1 kindergarten, 6 industrial training rooms, 2 playrooms, and 2 community rooms.

Completed April, 1915.

the personal direction of C. L. Wooldridge, Superintendent of Buildings, who provides them with a definite program incorporating all of the Board's standards. In this way the Board secures radically different types of architecture and uniformly high standards established by the building department. This is well illustrated by the photographs of the elementary schools in this issue. These buildings were built in conformity with the same program.

At the present time the Board of Education is preparing plans for six elementary schools, all of which are designed to operate on the platoon system, and five high schools. The entire program, with the buildings completed to date and those under construction, will cost in excess of six million dollars.

The Schenley High School.

In building any new schoolhouse in the city of Pittsburgh, the Board of Education is confronted with three very serious handicaps. First, a scarcity of vacant land, second, the excessively high cost of land, and third, the practically total absence of level land. This has naturally resulted in the purchase of the minimum size lot and usually an excessive amount of grading.

The Schenley High School is built on a triangular piece of ground which contains less than four acres, and cost \$210,000. The shape of the lot influenced the architect towards a triangular shaped building, which at first would seem to be undesirable, but as the problem is actually worked out a great many things have been developed which are in favor of this plan. For instance, an instructor stationed in the corridor at any point of the triangle is able to see and control the three main stair towers. There are no irregular shaped educational rooms in the building, all such spaces being devoted to toilet rooms, locker rooms, etc. The building is also unique in that all educational rooms have outside light, there being no court rooms whatever, and there is a total absence of large window piers. The building has a pupil capacity of 2,200. Assuming that a standard classroom is 24 feet wide by 30 feet long, it contains 22 standard classrooms, fifteen three-quarter classrooms and a larger classroom equal to a unit and a half.

The science laboratories are located on the first floor, and consist of a chemistry lecture room seating 100, a food chemistry laboratory, a general chemistry laboratory and a chemistry library. The general science department con-



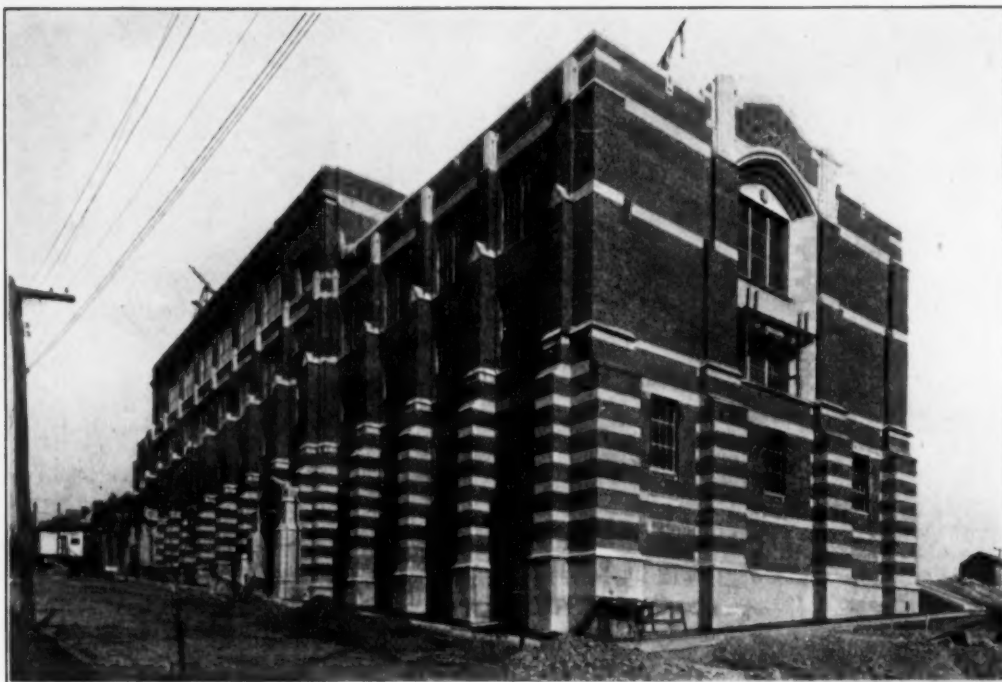
REAR VIEW OF THE DILWORTH SCHOOL.



O. M. Topp, Architect.

GLADSTONE SCHOOL.

Completed March, 1915.



Alden & Harlow, Architects.

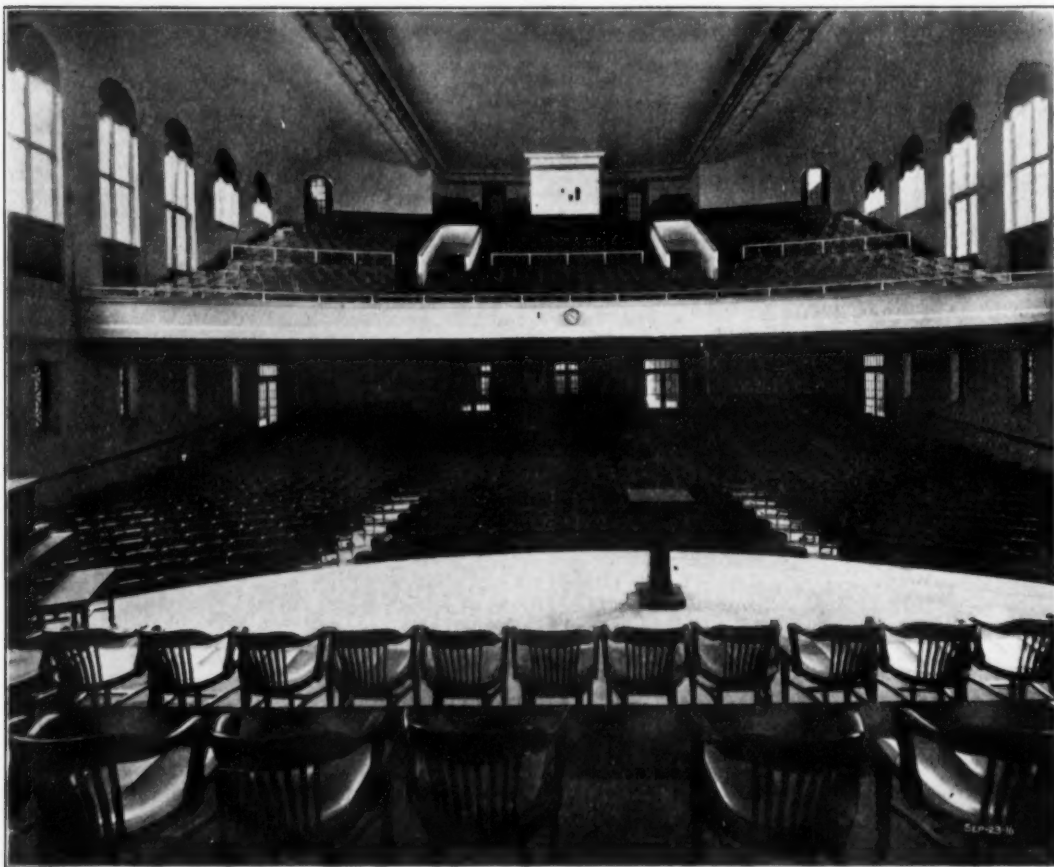
SOUTH HILLS HIGH SCHOOL.
One-third of the ultimate structure.

Cost, \$350,430.45.



SOUTH HILLS HIGH SCHOOL.

This building will be completed during the coming year. The first section, including one-third of the structure shown, is illustrated in the above photograph.



AUDITORIUM IN THE SCHENLEY HIGH SCHOOL.

sists of one laboratory room with an additional lecture room. There is a biology laboratory, an exhibit laboratory containing aquaria, etc., a conservatory for the study of plant culture, and a zoology laboratory with an additional lecture room for the same subject. The physics department contains a lecture room seating 100, a physics laboratory and three apparatus rooms for experimental work and storage.

The main library is on the second floor over the entrance. This room is operated as a branch of the Carnegie Library and is also used by the Carnegie Library Training School for student librarians in practice work. The commercial department is located on the second floor and contains a business practice room, a commercial room, two typewriting rooms and a room for stenography. Household economy is also located on the second floor and includes two cooking laboratories, a sewing room, a millinery room, a model housekeeping apartment and a fully equipped laundry.

The arts and crafts section is on the third floor and consists of a free-hand drawing room, a crafts room, a clay modeling room and the print shop. The music department is also on the third floor and consists of a choral room seating 150, with an adjacent music classroom.

The shops are on the lowest floor and consist of two mechanical drawing rooms, two carpenter shops, two lecture rooms, a foundry, a miscellaneous metal trades shop and a machine shop.

The auditorium, which seats 1,600, has its main floor level with the first floor of the building, with a balcony extending thru and accessible to the second and third floors.

The lunchroom with its fully equipped kitchen and bake shop, is located on the ground floor of the building.

The building contains two fully equipped gymnasiums and one swimming pool. The locker scheme in connection with this department is a modification of the Kansas City plan. All the gymnasium clothing is stored in wire baskets and is sterilized under live steam pressure whenever used. There is in this department a fully equipped steam laundry to take care of the suits, towels, etc. The main locker rooms are located on the ground floor of the building convenient to the students' entrances and there are no cloak rooms provided elsewhere.

The administrative offices consist of a general office, private office, a book storeroom, locker rooms for men and women teachers, a medical inspector's suite of three rooms, and a conference room.

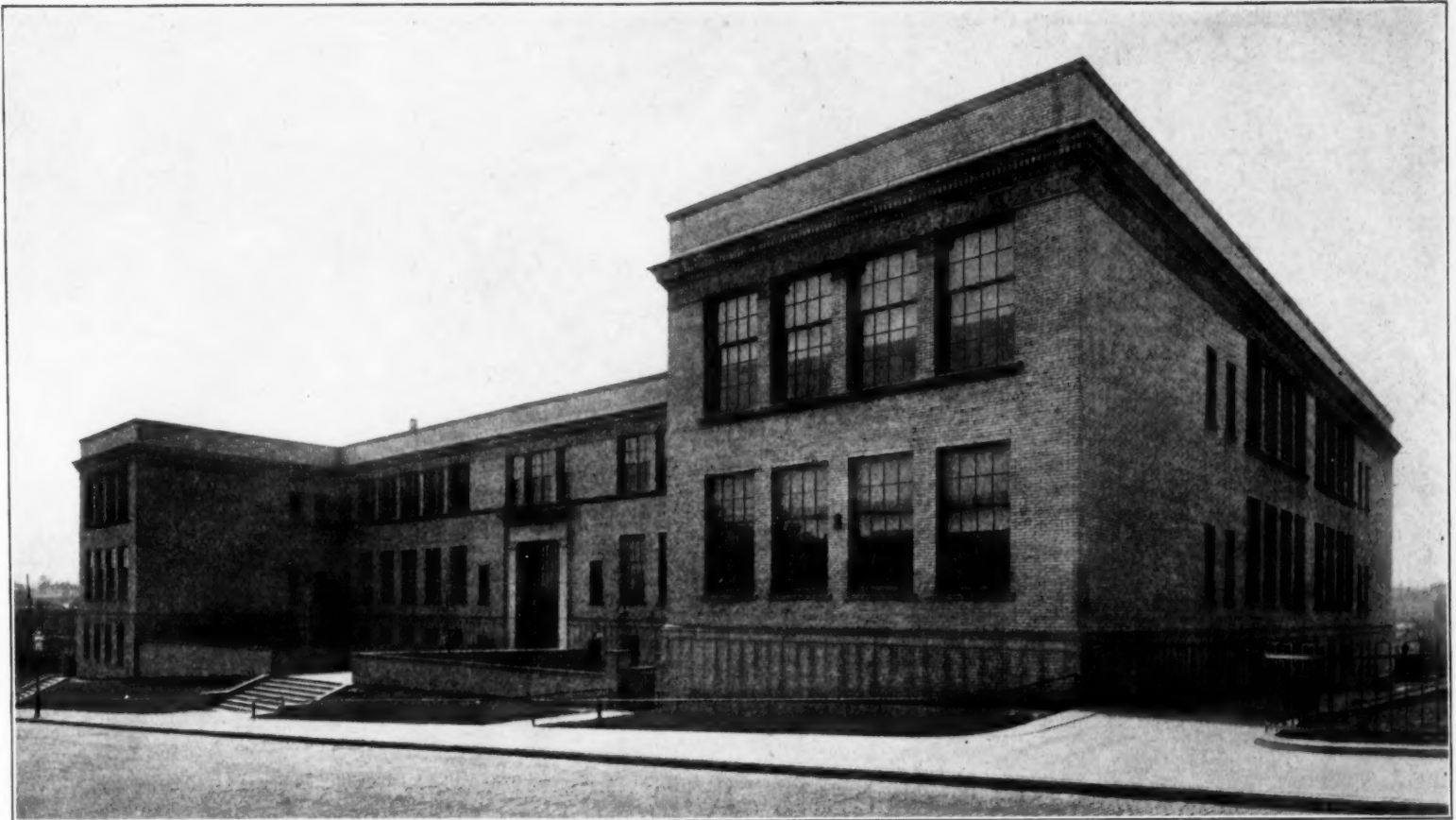
The power plant includes 1,350 H. P. boilers, fired with mechanical stokers, two 300 K. W. rotary converters, and a total of 32 fans and eight air washers.

The building cost \$1,000,587.38 and the equipment about \$185,000.

Edward Stotz of Pittsburgh was the architect, the general contracting was executed by the Thompson-Starrett Company, the heating and ventilating by the Hanley Casey Mechanical Equipment Company of Chicago, the sanitation by the W. N. Sauer Plumbing Company and the electric work by the Craig Electric Co. both of Pittsburgh.

Five Elementary Schools Built on the Same Program.

In 1913 the board of education decided to build five new elementary schools in different sections of Pittsburgh, all to be built on the same program and differing only in that certain rooms were to be omitted in the first operation. The plans had to be drawn so that the rooms omitted could be included later, eventually making all five buildings identical in capacity, equipment, etc. As a different architect was employed on each building, the same problem

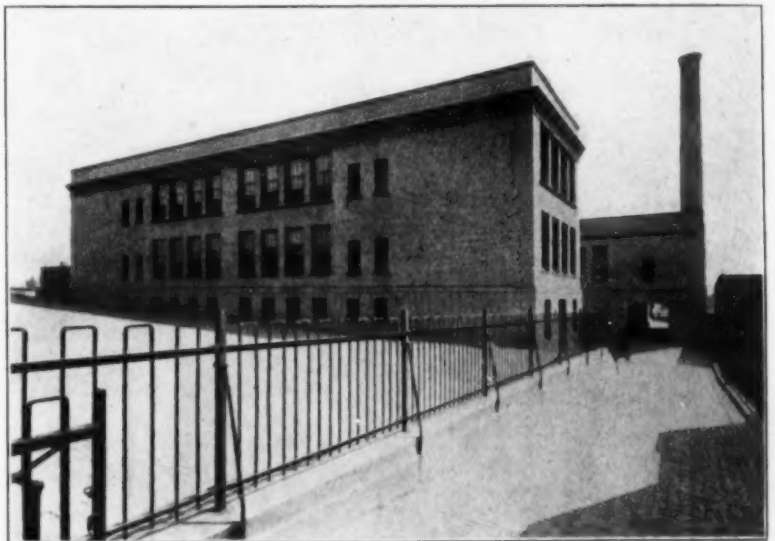
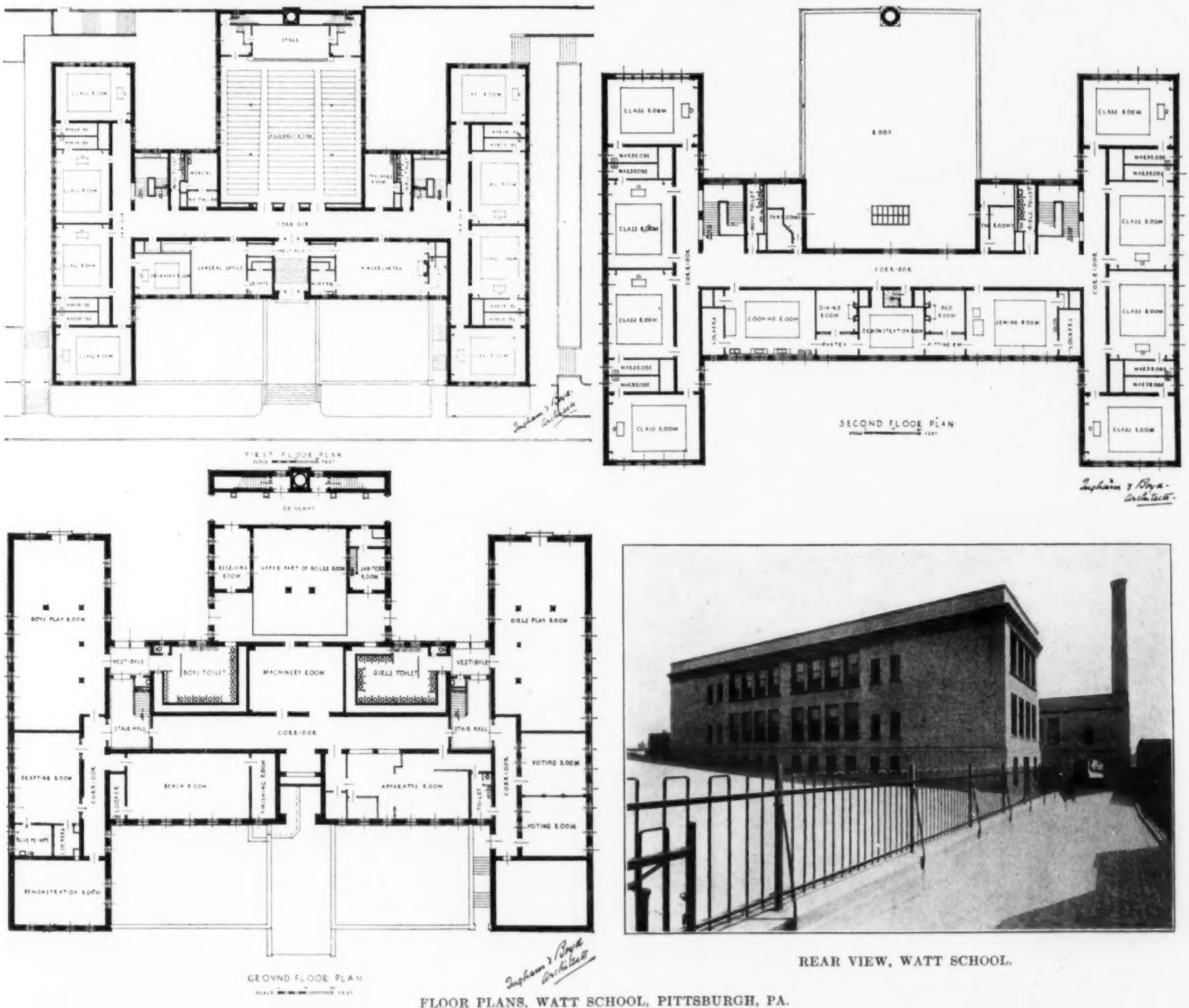


Ingham & Boyd, Architects.

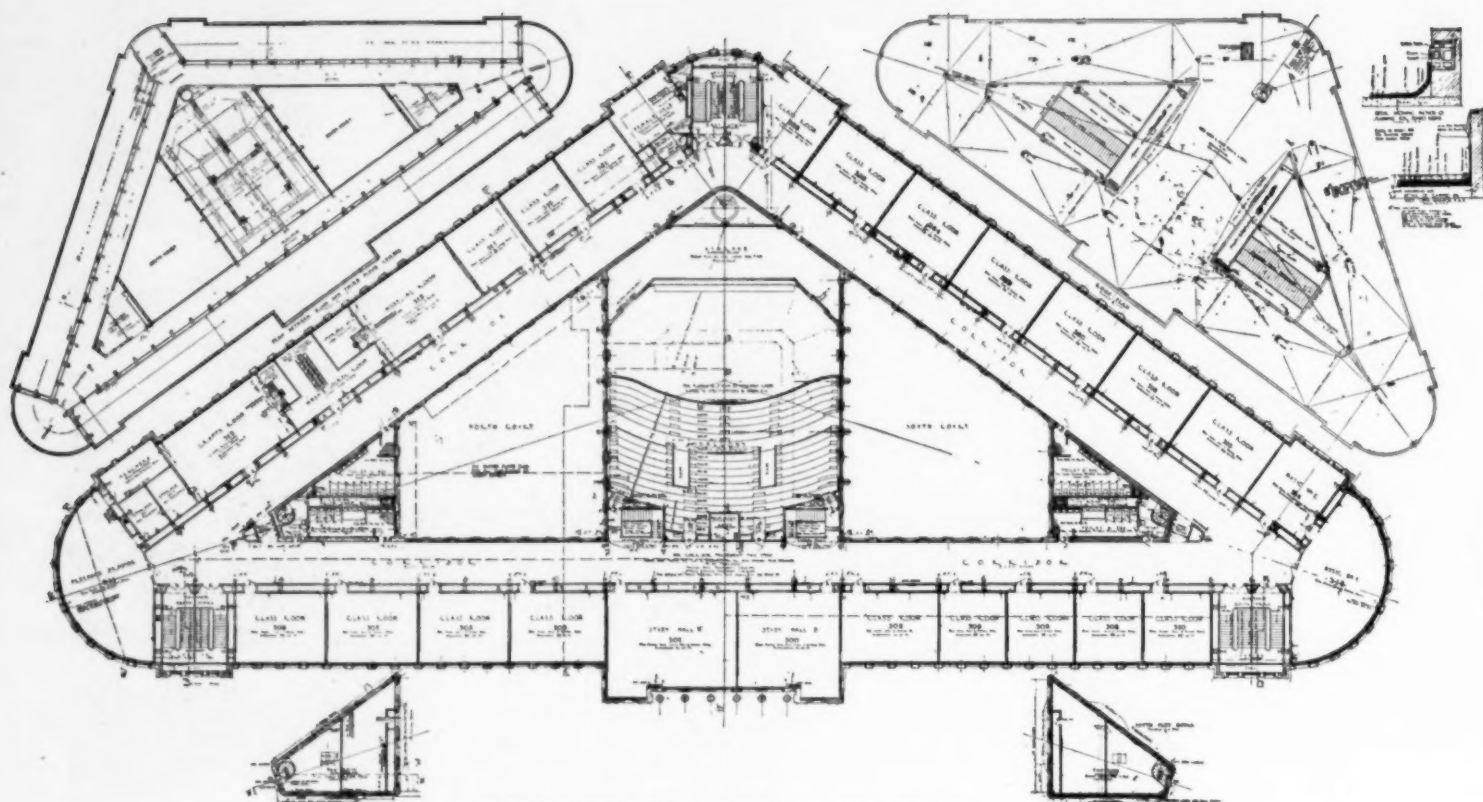
WATT SCHOOL.

Completed April, 1915.

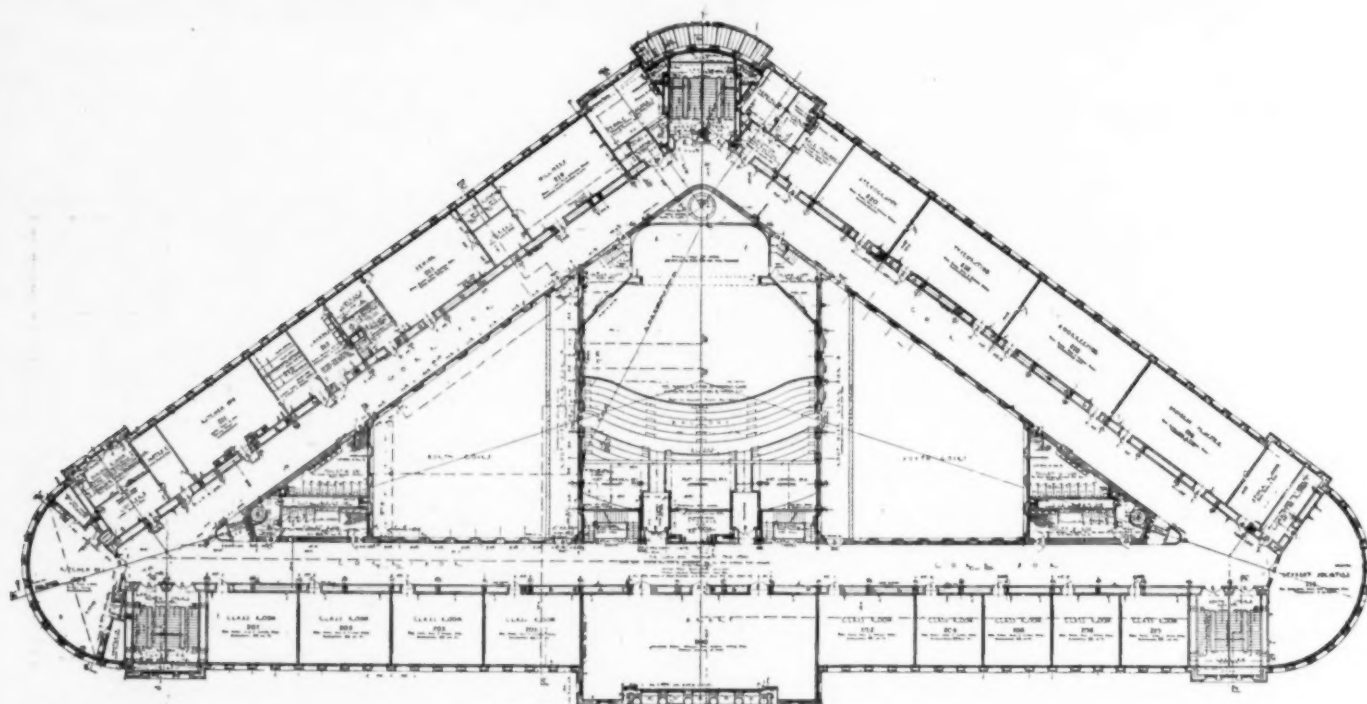
This building contains 16 classrooms, 1 kindergarten, 6 industrial training rooms, auditorium, 2 playrooms, and 2 community rooms.



REAR VIEW, WATT SCHOOL.



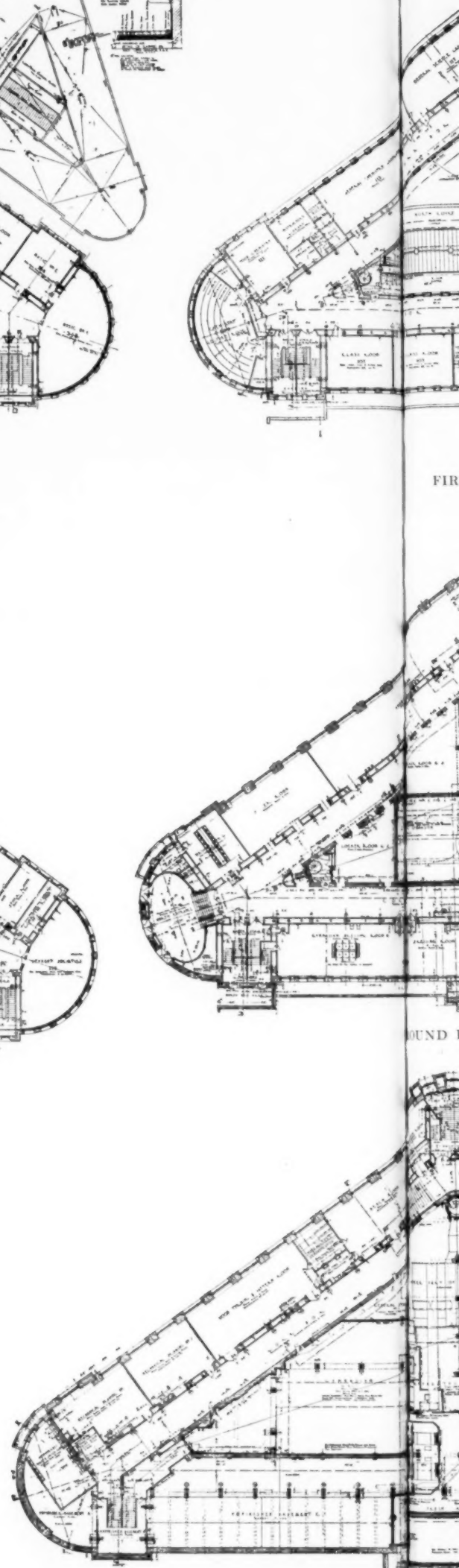
THIRD FLOOR PLAN, SCHENLEY HIGH SCHOOL.



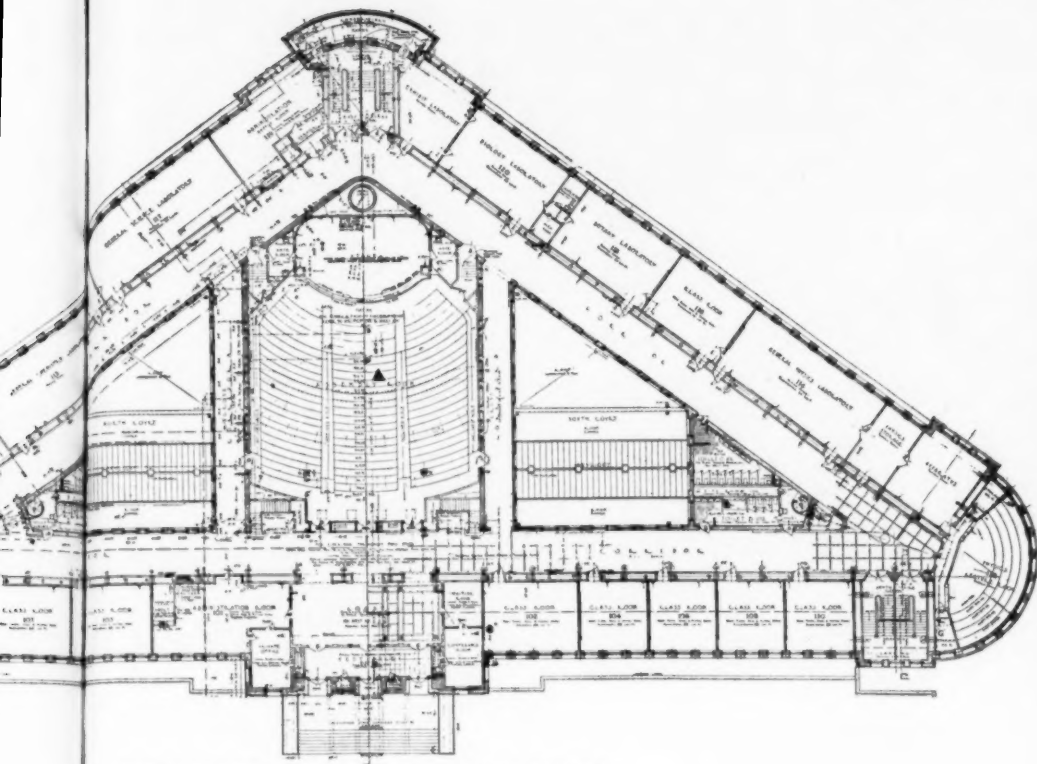
SECOND FLOOR PLAN, SCHENLEY HIGH SCHOOL.



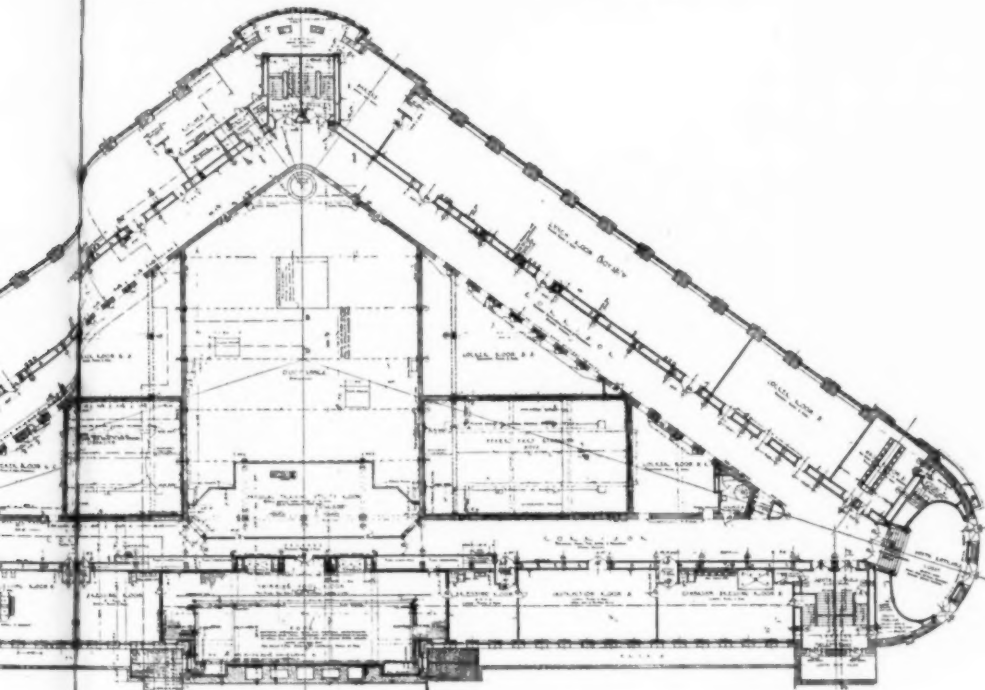
JAMES E. ROGERS SCHOOL (Rear View).



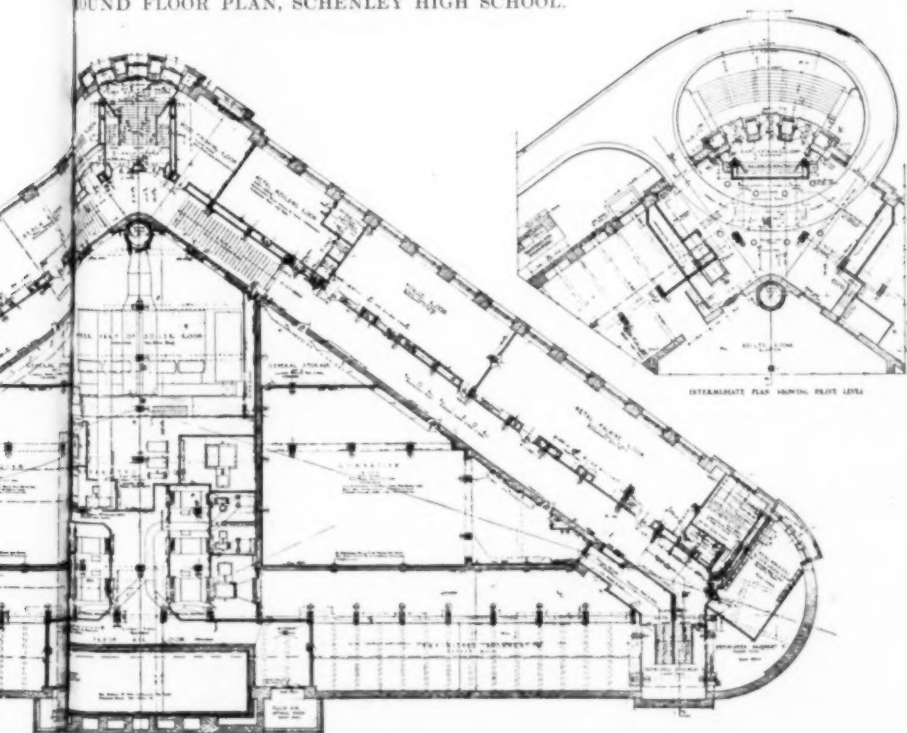
BASEMENT PLAN



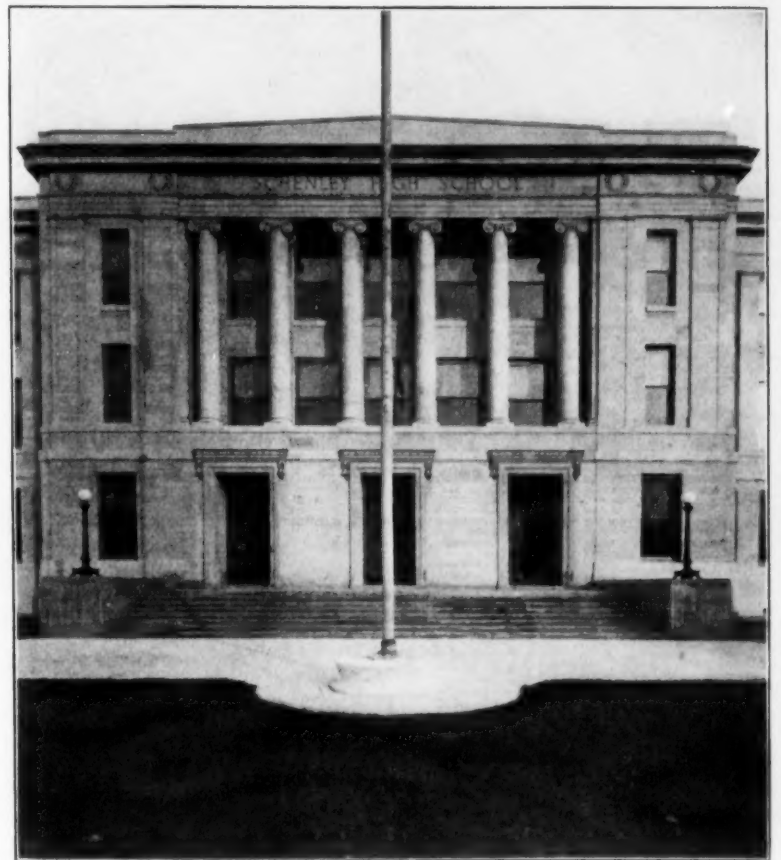
FIRST FLOOR PLAN, SCHENLEY HIGH SCHOOL.



SECOND FLOOR PLAN, SCHENLEY HIGH SCHOOL.



BASEMENT PLAN, SCHENLEY HIGH SCHOOL.

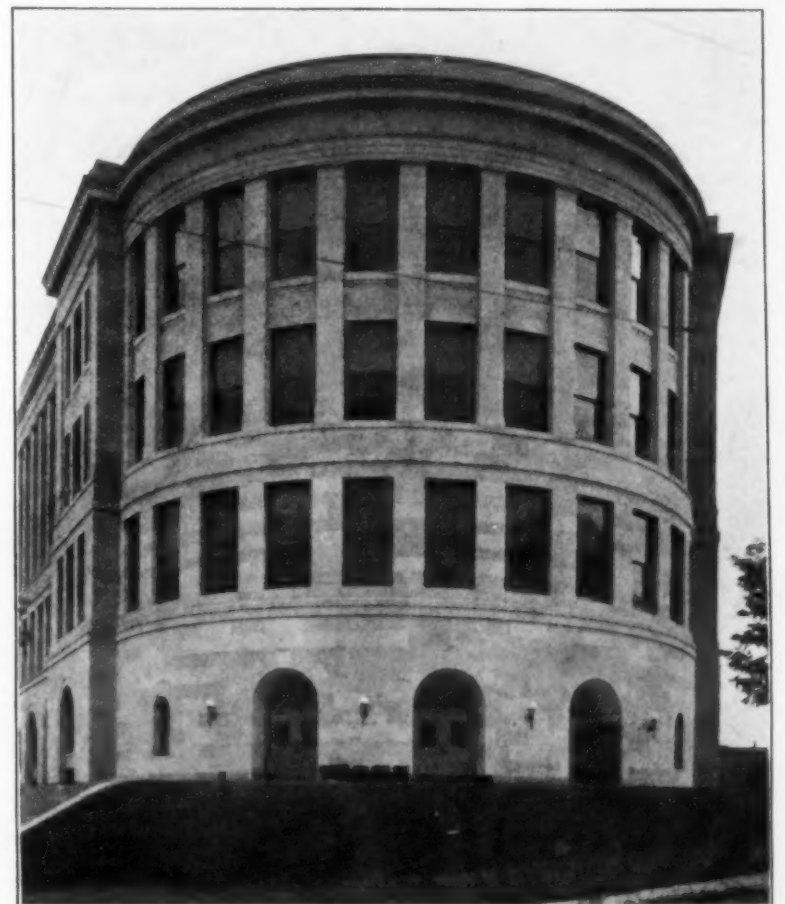


CENTRAL FEATURE OF THE MAIN FACADE, SCHENLEY HIGH SCHOOL.

THE SCHENLEY HIGH SCHOOL, PITTSBURGH, PA.

Mr. Edward Stots, Architect.

Mr. C. L. Wooldridge, Superintendent of School Buildings for the Pittsburgh Board of Education



ONE OF THE STUDENTS' ENTRANCES, SCHENLEY HIGH SCHOOL.



Carlton Strong, Architect.

W. H. MCKELVY SCHOOL.

Completed February, 1916.

This building contains 16 classrooms, 1 kindergarten, 6 industrial training rooms, auditorium, 2 playrooms, and 2 community rooms.

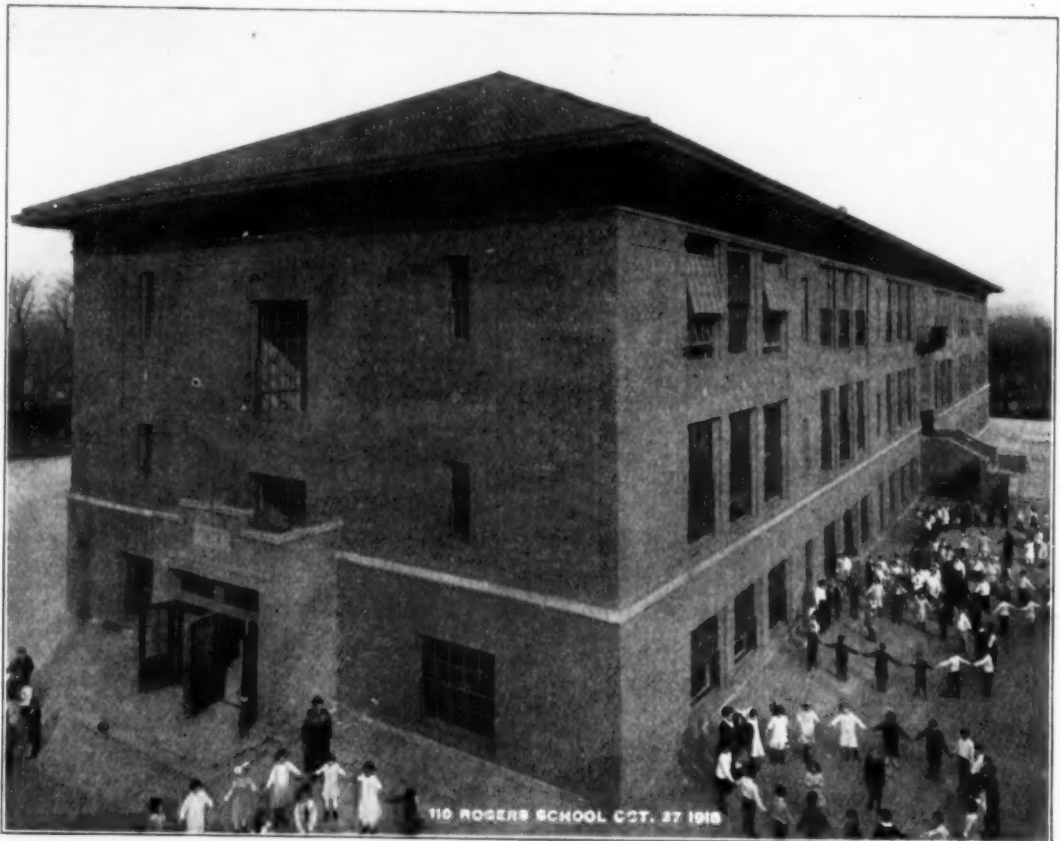
was worked out in five different ways and the results have been most gratifying. In the following schedule a unit consists of a room 24 feet wide by 32 feet 6 inches long, with a cloak-room 4½ feet wide, if served by two doors, and 5½ feet wide, if served by one door:

Schedule of Rooms.

| | |
|--|--------------------|
| 16 Classrooms | 16 Units |
| 1 Ungraded Room | $\frac{1}{2}$ Unit |
| 1 Kindergarten Room | } 1½ Units |
| 1 Kindergarten Wardrobe | |
| 1 Kindergarten Toilet | |
| 1 Kindergarten Workroom | |
| Household Economy. | |
| 1 Sewing Room | } 3 Units |
| 1 Wardrobe and Locker Room | |
| 1 Fitting Room | |
| 1 Model Bedroom "desired" | |
| 1 Demonstration Room | |
| 1 Domestic Science Room | |
| 1 Wardrobe and Locker Room | |
| 1 Pantry | |
| 1 Model Dining Room "desired" | |
| Industrial Training. | |
| 1 Bench Room | } 3 Units |
| 1 Wardrobe and Locker Room | |
| 1 Storage Room | |
| 1 Demonstration Room | |
| 1 Drafting Room | |
| 1 Wardrobe and Locker Room | |
| 1 Storage Room | |
| 1 Girls' Play Room as specified | } 1 Unit |
| 1 Boys' Play Room as specified | |
| 2 Community Rooms | |
| Administration. | |
| 1 General Office | } 2 Units |
| 1 Private Office | |
| 1 Book Storeroom | |
| 1 Physician's Room | |
| 1 Teacher's Room | |
| 1 Janitor's Supply Room | |
| 1 Assembly Room, 700 seating capacity | |
| 2 Paved Play Yards, each 11,000 sq. ft. This may include walks | |

Gladstone School.

The Gladstone School was built according to this program with five classrooms omitted, the household economy department included but not finished, the industrial training section omitted,



Janssen & Abbott, Architects.

JAMES E. ROGERS SCHOOL.

Completed October, 1915.

This building contains 16 classrooms, 1 kindergarten, 6 industrial training rooms, auditorium, 2 playrooms, and 2 community rooms.

and the assembly room also omitted. This building cost \$149,768.40; equipment \$3,626.23, and the same architect, Mr. O. M. Topp, Pittsburgh, Pa., is now preparing plans for its full completion.

Watt School.

The Watt school has been built in compliance with the full program. This building cost \$203,062.16; equipment \$10,162.45, was designed for a pupil capacity of 700 and is now operating under the platoon system with a pupil capacity of 1,000. Messrs. Ingham & Boyd, Pittsburgh, Pa., were the architects. This school is located in the most congested section of the city and 50 per cent of the pupils are colored.

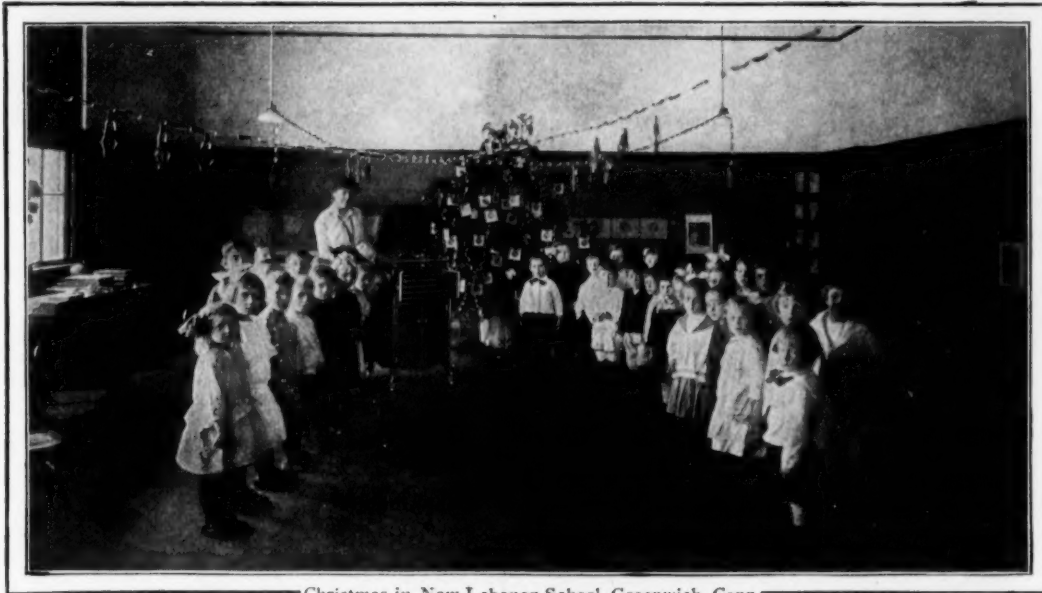
Dilworth School.

The Dilworth school complies with the full program with the exception of the auditorium

and this will be added probably within the next three years. The pupil capacity is 700. The building cost \$216,716.41; the equipment \$8,912.84, and is located in one of the best residential sections of the city. Messrs. Vrydaugh & Wolfe, Pittsburgh, Pa., were the architects.

James E. Rogers School.

The James E. Rogers school contains the quota of rooms. It is located in one of the best residential sections of the city and together with the Dilworth school replaces the former Margaretta school, which is now given over to high school uses exclusively. The building has a pupil capacity of 700. This building cost \$248,478.71 and the equipment \$12,059.28. The architects were Messrs. Janssen & Abbott, Pittsburgh, Pa.



Christmas in New Lebanon School, Greenwich, Conn.

What shall we have for this year's Christmas program? Let The Victor and Victor Records answer this question.

Here are some special Christmas selections which will surely delight your pupils:

- | | | | |
|------------------------|--|------------------------|--|
| 17869 10 in. 75c | Around the Christmas Tree —Old Swedish Folk-Song (Riley-Gaynor) (From "Lilts and Lyrics") (2) Little Christmas Shoes (Anice Terhune) (From "Dutch Ditties for Children") Elsie Baker | 17187 10 in. 75c | Stille Nacht, heilige Nacht (Silent Night, Holy Night) (German Christmas Hymn) (Gruber) In German Marguerite Dunlap |
| 35418 12 in. \$1.25 | Merry Christmas (2) Sleighing Song (Riley-Gaynor) (From "Songs of Child World, No. 1") Olive Kline | 87229 10 in. \$2.00 | No Candle Was There and No Fire (Breton Christmas Song) (Gostling-Lehmann) Elizabeth Wheeler |
| 60080 10 in. 75c | Night Before Christmas, The (Moore) Cora Mel Patten | | Tannenbaum, Der (The Christmas Tree) (Volkslied) In German Alma Gluck-Paul Reimers |
| 17842 10 in. 75c | Gingerbread Boy, The (Old Folk-Tale) Georgene Faulkner | 17870 10 in. 75c | Joseph Mine (Berühmtes Weihnachtslied) (Calvisius, A. D. 1587) In English Victor Mixed Chorus |
| | Toymaker's Shop, The ("Babes in Toyland") (Herbert) Herbert's Orchestra | | (1) Lo, How a Rose E'er Blooming (2) To Us Is Born Immanuel (M. Praetorius, A. D. 1600) In English Lyric Quartet |
| | Noël (Holy Night) Venetian Trio | 74436 12 in. \$1.50 | Adeste Fideles (Oh, Come, All Ye Faithful) (Tune by Marcos Portugal, 1763-1834) (Christmas Hymn) (With Male Chorus, Orchestra and Chimes) In Latin John McCormack |
| | Stille Nacht (Celesta Solo) Felix Arndt | 88138 12 in. \$3.00 | Stille Nacht, heilige Nacht Ernestine Schumann-Heink |
| 17868 10 in. 75c | Christmas Eve (M. B. Foster) (2) O Bienheureuse Nuit (Normandie Carol) (From Dann's "Christmas Carols") (American Book Co.) Elsie Baker | 63813 10 in. 75c | Stille Nacht, heilige Nacht (With Organ and Church Bells) In German Nebe Quartet |
| | Christmas Day in the Morning (2) Good Night and Christmas Prayer (M. B. Foster) (From Dann's "Christmas Carols") (American Book Co.) Kline and Chorus | | Ehre Sei Gott in der Höhe! Nebe Quartet |
| 17647 10 in. 75c | First Nowell, The (Old Christmas Carol) Lyric Quartet | 18086 10 in. 75c | (1) Bible Reading—Luke 2 (2) A Christmas Carol (J. G. Holland) Harry E. Humphrey |
| | Nazareth (Gounod) Lyric Quartet | 35412 12 in. \$1.25 | It Came Upon the Midnight Clear (Willis) (2) Hark! the Herald Angels Sing (Mendelssohn) (3) Joy to the World (Handel) Victor Concert Orchestra |
| | Jest 'Fore Christmas (Eugene Field) Cora Mel Patten | | It Came Upon the Midnight Clear (Christmas Hymn) (Sears-Willis) Victor Oratorio Chorus |
| 35350 12 in. \$1.25 | The Doll's Wooing (2) The Sugar Plum Tree (Eugene Field) Cora Mel Patten | 35576 12 in. \$1.25 | While Shepherds Watched (Christmas Hymn) (Hymn by Nahum Tate—arr. from Handel) Victor Oratorio Chorus |
| | Christmas Songs and Carols ("Christians, Awake!" "Little Town of Bethlehem," "God Rest You, Merry Gentlemen," "First Nowell," "Silent Night") Victor Mixed Chorus | | Scrooge—Part 1—"Marley's Ghost" (Monologue arranged from "A Christmas Carol") (Dickens) William Sterling Battis |
| 31873 12 in. \$1.00 | | | Scrooge—Part 2—"The Ghost of Christmas Past" (Monologue arranged from "A Christmas Carol") (Dickens) William Sterling Battis |



Victor XXV
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to schools only

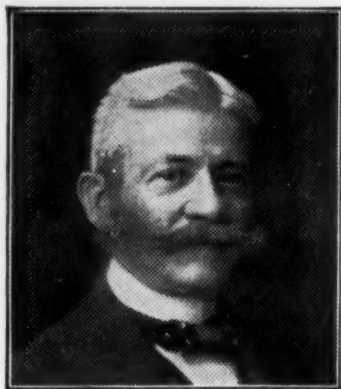
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SPRINGFIELD, MASS.

W. H. McKelvy School. (Concluded from Page 38)

This building conforms to the full program. It was designed for 700 pupils but is now operated under the platoon system and has a capacity of 1,000. The architect in this case treated the assembly room and the household economy section in what is practically a separate building, and it is used extensively for community purposes. The building cost \$232,798.96, and the equipment \$11,942.02. The architect was Mr. Carlton Strong, Pittsburgh, Pa.

SYSTEMATIZING THE WORK OF THE HEAD OF DEPARTMENT IN HIGH SCHOOLS.

(Concluded from Page 26)

printed material relating to equipment should, moreover, be given a definite place in a definite cabinet. From this place old issues of catalogs, for example, may be removed, to make room for the newer issues. Some departmental problems may definitely be settled at times simply thru the suggestions derived from consulting this collected material. In a filing cabinet, meanwhile, should be placed thruout the year, in a given filing envelope, such ideas for equipment as occur to one, or such needs as must be met. In many municipalities equipment can be ordered by teachers only at a stated time in the year. When that time comes, and the budget is about to be made up, it frequently happens that the head of department hastily sorts out in his memory such ideas and needs, and makes his request. Later he finds that some essential needs have been forgotten. Or else notes on which the facts have been jotted down go astray, and only turn up when too late. It is also useful to have on hand a list of equipment already actually in use, together with the names of the firms from whom supplies were purchased.

Still another direction in which systematization may be practiced is in the revision of the course of study. This revision should always be proceeding, altho the changes would be put into operation, naturally, only at stated times. Between the stated times, however, it is almost the highest function of the head of department to be comparing notes with his teachers, to be making a study of certain distinct problems, to be consulting books and periodicals, and to be visiting other schools, if time and circumstances allow. All this is necessary in order to bring his course of study in line with the best and most progressive ideas prevalent. The course of study is not a fixed instrument, but one constantly calling for improvements. To provide for changes a set of filing envelopes should be employed. The various divisions of the course should appear separately on these envelopes. As

ideas are gathered, they go conveniently each into its proper place. Then, when the time approaches for actual revision, the labor involved in the process is materially lessened. The same set of envelopes will, of course, serve for more than a single revision. The fact that such a plan is being pursued leads, moreover, to a state of mind in which ideas begin to occur as a regular thing. Sometimes, particular problems may be set individual members of the department or a committee of the department to solve. To them may be turned over the accumulated material—or contributions from them may be invited. One envelope should be set aside to hold all directions issued by the head of department. Frequently these directions will be found to contain the germs of significant changes. Such a record is also important for other purposes.

Producing a School Motion Picture

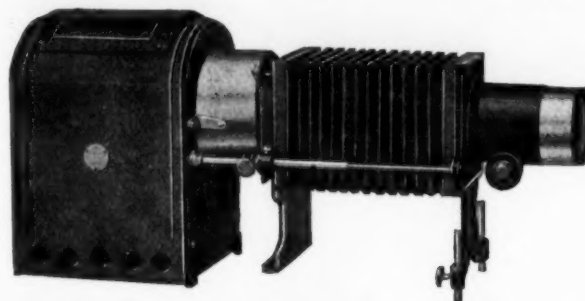
Ernest A. Dench

The motion picture has entered the school; now the school is entering the motion picture. The Arkansas State University at Fayetteville, for instance, recently had a film produced depicting student life. This was loaned to a string of theaters thruout the state. The Iowa State College at Ames has a similar film which is loaned to schools and theaters.

To produce a good educational film means much more than merely to arrange for a batch of explanatory photographs. The first step is to get in touch with a reputable motion picture photographer. I say reputable because there are some none too scrupulous, who make it a regular practice to charge for superfluous footage. This is designated in the motion picture industry as padding, and the extra cost of the same is nothing compared with the harm it does to the film,

the success of which depends upon snappy action. If it is unduly drawn out the spectators are likely to lose interest. I have seen efforts along these lines that contained material for a one-reel subject, yet they were unduly extended to two reels, boring an audience for 36 minutes instead of entertaining them for eighteen minutes. But even the cleverest motion picture producer cannot avoid some waste footage. Like many a story or article, it has to be trimmed before it leaves the producer's laboratory. One way to detect this beforehand is to arrange for its projection and try to place yourself in the position of the average photoplay patron. Since everything is intended to be absorbed by the eye, a whole mass of explanatory matter tagged on to the film rather hinders instead of adding further enlightenment as in-

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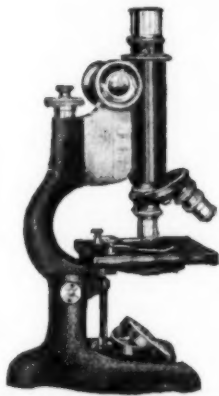
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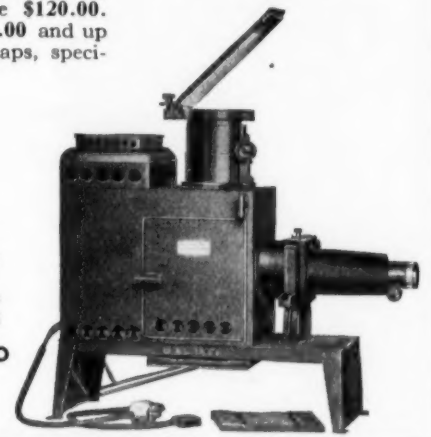
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tended. For this reason the fewer and shorter the sub-titles are, the better the picture will be. It is what the spectator sees, not reads, that leaves the lasting impression.

The best plan is to have the cinematographer call in order to determine the details to be covered. He will then draft a scenario, in which he will allow one or more scenes for each phase of the story, according to the area it covers. If it is only a minor point he will perhaps plan to "shoot" a five foot flash, but to cover an important detail he may run up to fifty feet for a single scene. A scene, by the way, is a portion of action that can be taken without the necessity of moving the camera. He then has to allow for sub-titles, for each detail must be explained in to-the-point language beforehand. Each word used consumes one foot of film.

A competent camera man figures his time at from ten to twenty dollars per day, and somebody must pay for that time even if weather conditions should delay the work of production. The producer will probably make an allowance for this in his estimate.

Lighting conditions within a building may be unsuitable for photographic purposes, and the producer will be obliged to figure on installing a portable electric lighting outfit for the work. A charge of fifty cents per film foot will be charged for the scenes in which such a light is used.

The producer must also figure on the cost of the raw stock, waste footage, the work of developing negatives and printing positives, office expense and overhead incidentals, and last, but not least, his own legitimate profit.

The cost of the average educational film is in the neighborhood of fifty cents per foot, or \$500 in the case of one-reel production. This is only for producing and developing the negative. Ten cents per foot is charged for the positive.

The comedy and dramatic photoplay is more involved and expensive than the one first described. Superintendent Warner, of the high

school at The Dalles, Oregon, recently allowed his students to put on a regular photoplay. He presented a prize to the author of the best story submitted and chose his actors from school talent. The cost of producing such a photoplay naturally varies with the different conditions that are encountered, but all the essentials should be provided at a cost somewhere between \$1.25 and \$3.00 per foot. This works out at a cost of from \$1,250 to \$3,000 for producing the negative of a one-reel subject.

Interior scenes have to be staged in a motion picture studio, and for cost of production reasons it is advisable to adhere to outdoor scenes so far as possible.

Once a picture has been produced it is always available, but it is a mistake to permit a print (another name for a positive) to remain in constant use for more than six months. After that period it generally enters the "rainy" stage, when it no longer leaves a good impression upon spectators.



THE IMPORTANCE OF THE SCHOOL COMMITTEE.

Supt. S. K. Shear of Poughkeepsie, N. Y., spoke recently before the Department of School Committee Members of the Maine Teachers' Association on "The Importance of the School Committee and Its Work." He said in part:

"The Board of Education or School Committee is charged with duties so important and so delicate as to transcend those of any other body of men responsible for our local government.

"There are registered in the schools of the United States nearly 20,000,000 children. Our school plants are worth two and one-half billion

dollars, and our annual budget for school purposes is \$500,000,000. The children are the hope and the opportunity of America, and school committees are responsible for the development of our very citizenship. The school is the chief link between the home and active citizenship, hence the importance of having representative men on the school committee.

"In broad terms, the schools require 25 per cent of the taxes raised in each community. The children are entitled to high class teachers. They should have commodious, well lighted, properly heated, thoroly ventilated and completely equipped buildings, situated in quiet, pleasant zones. There should be a constant, healthful, co-operative public sentiment toward the school interests, and there should be strong leadership in professional matters. For all these the committee is responsible, either directly or indirectly, and the state department of public education is the judiciary. Happy are you if you do not assume the functions of all three departments. Efficiency demands that there be no division of responsibility, and that there be no effort toward personal aggrandizement. Efficiency demands as well that every committeeman feel a sense of his responsibility toward the community and toward the children, to the end that his duties be discharged promptly and thoroly. The same principles of administration should be applied to the schools as are applied to any other great organization.

In the city where I am now working, conditions are just about what I think should obtain in any city. We have seven commissioners and nine committees. Each committee consists of one man, hence each commissioner is one committee, and in two cases he is two committees. This plan saves the superintendent much time, and it also prevents much friction. Of course, it is more economical for the commissioners, as it saves calling committee meetings. It is a modified form of commission government. A committee report is generally final. During the past four years, there have been but two instances where the vote on any question was not unanimous, and in these two instances nothing important was at stake.

"The president of the board, a Bowdoin man, and a teacher of ten years' experience, is the

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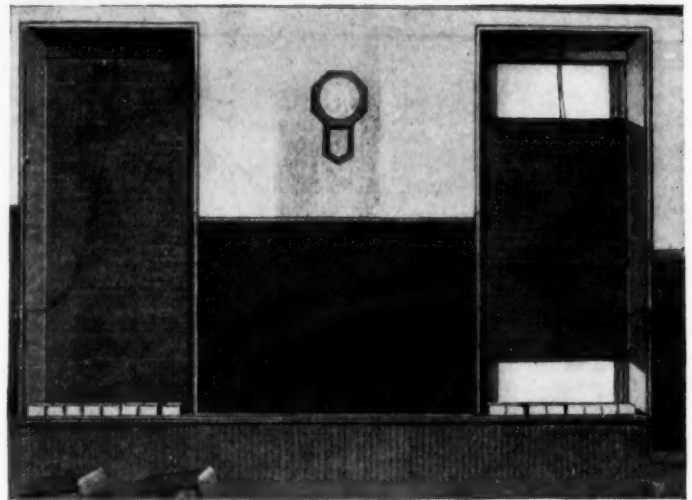
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committee on instruction, in charge of teachers, course of study, methods and administration. The superintendent consults him in all matters pertaining to that committee, and during the four years there has never been one sign of friction between the two. The president believes that the superintendent is the expert in professional matters and that his recommendation should be final. No one has ever attempted to use any "pull" with this committee.

"The textbook committee is a Yale man and he also has been a teacher. His attitude in textbook matters is the same as that of the president on teachers, course of study, etc. The recommendation of the superintendent is final and no agent ever attempts to influence the committee or the board against such recommendations. I presume this condition might change if the honesty of the superintendent were in doubt.

"The same condition exists with reference to printing and supplies, with the restriction that expenditures in either case must not exceed the budget provisions.

"In all matters pertaining to finance, building sites, construction, public policy, etc., the superintendent gives his opinion when asked, but in these matters the committees are the initial force, as they should be.

"The superintendent is clerk of the board and attends all meetings. He has sufficient clerical help to relieve him of all details, yet he is sufficiently cognizant of financial matters, so that the professional always conforms to the possible.

"During the past three years, conditions have changed very little, as the tenure of our commissioners is seven years and only one is appointed each year.

"Personal, political, religious, commercial and social considerations should never enter in where school matters are concerned. The children are too sacred and their lives too precious to admit such a possibility. 'The child and his interests first,' should be the motto of every school committee."

AMONG BOARDS OF EDUCATION.

Duluth, Minn. The board has fixed a tuition fee of \$1 per month for all non-resident students in the schools.

Lawrence, Kans. A special class for retarded pupils is planned.

St. Peter, Minn. Dr. G. W. McIntyre has been elected treasurer of the school board to succeed C. W. Carpenter.

The Spokane board of education has united with the school boards in other large cities of Washington to oppose the passage of the Timblin bill at the next session of the state legislature. The bill seeks to cut off all bonuses or extra allowances for special work, including night-school work and special instruction for defectives. The bill, if passed, would, it is believed, work a hardship on the larger cities and on some of the smaller districts. Some of the small districts would be benefited and these, it is alleged, are working for its passage.

The Illinois State Federation of Labor, in session at Quincy, Ill., during the week of October 12th, accepted a report of the committee on schools calling for a paid board of education for the city of Chicago and the election of members by vote of the people. The report also urges a law that will guarantee permanency of position to teachers during efficiency, and that will give them the right to organize and to affiliate with organized labor.

Clinton, Ia. Mr. Ernest H. Struve has been elected secretary of the board to succeed W. W. Scott.

Fall River, Mass. The school janitors have asked that the board grant a flat increase of \$1 per week for the entire corps. The increase is asked because of the high cost of living, the increase in the amount of work necessary where double shifts are maintained, and the failure to give increases during a period of six years.

Sioux City, Ia. According to a recent report of the business manager of the high school lunchroom, a loss of one per cent has been sustained due to the advance in the cost of food products. During the past two years the annual profit has been \$100.

Portland, Ore. The board has adopted the policy of prohibiting the use of the superintendent's confidential reports by persons other than those for whose benefit they are written. The rule followed a request of the attorney for Mrs. Alexia Alexander, deposed principal of the Girls' Poly-

technic School, asking that reports be given to him for use in the court trial now in progress. It was the opinion of the members that to give over such reports would constitute a breach of confidence on their part.

Ashtabula, O. Mr. Charles E. Peck has been re-elected superintendent of school buildings with a substantial increase in salary.

St. Paul, Minn. The city council has been asked to include in the budget for 1917, a special fund for the conduct of a school survey. The survey is intended to bring out the facts upon which to base the plan for a bond issue of \$2,000,000 for new school buildings. It is planned to float the bond issue and to make provision for its retirement out of the usual school funds placed in the annual budget.

Buhl, Minn. The board has received bids on a seven-passenger automobile for the use of the special teachers, the members of the board and the superintendent. The automobile is intended to facilitate the handling of business connected with the schools.

Houston, Tex. Thru an agreement entered into by the school board and the social service bureau of the Houston foundation, the latter has been given charge of all forms of social entertainment in city schools and the entire control of social center work in four school centers. The board leaves the matter of forms of entertainment entirely to the foundation.

Baltimore, Md. The board has adopted a policy not to permit dancing in school buildings. It is the opinion of the members that such action would establish a bad precedent.

Cleveland, O. The board has extended the platoon system to the Mount Pleasant School.

New York, N. Y. The board has approved a recommendation of the Teachers' Council providing for the formation of classes for the rapid advancement of bright pupils. The plan has formerly been limited to the larger schools.

Los Angeles, Cal. The board has adopted a policy prohibiting the use of school auditoriums for meetings which may be a means of influencing students in political or religious issues. The board also ruled against activities of school children in the cause of any political party or faction.

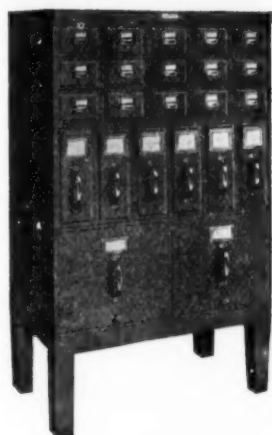
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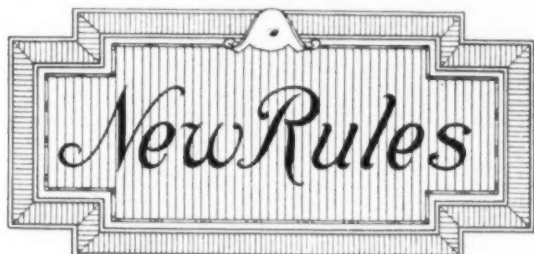
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Rules for Social Center Work.

The board of school directors of Milwaukee, Wis., has adopted a set of rules to govern the conduct of evening schools, social center work and industrial work.

Elementary schools and social center classes: No class may be formed unless twenty applications have been received. Classes may be divided after the weekly attendance has reached 45 or more pupils, while classes with a membership of less than fifteen must be discontinued. The principal is required to teach a regular class when the attendance falls below one hundred pupils.

Industrial classes: No class may be formed until fifteen applications have been received. Classes whose average monthly attendance falls below twelve, must be discontinued.

High School classes: No class may be formed until fifteen applications have been received. Classes may be divided when the average weekly attendance is thirty or more. Classes whose average monthly attendance falls below ten are to be discontinued, unless the average per teacher for the academic classes is fifteen or more, when a minimum of six will be permitted.

Gymnasium classes: Twenty applications are necessary to the formation of any class. Classes with an average weekly attendance of less than fifteen must be discontinued.

High School: Classes in high school subjects will be formed when the required number of applications has been received. The supervisor of the extension department may from time to time introduce into the evening schools such recreational activities as he may see fit, subject to the approval of the superintendent.

Deposit fee: A deposit fee of one dollar is required of all persons for each branch or study in which they enroll, the fee to be returned if the student attends 75 per cent of the sessions. A fee of fifty cents is required for the elementary schools.

Salaries: The salaries for elementary and high schools and social centers are based on the average monthly evening attendance. For principals, an attendance of two hundred or less, \$3.50 per session; 201-250, \$4 per session; 251-300, \$4.50 per session; 301-350, \$5 per session; 351-400, \$5.50 per session; 401 and over, \$6 per session.

For teachers, afternoon and evening groups are formed. The afternoon group includes teachers from Class A to Class F, inclusive, while the evening group is divided into similar classes. Class A teachers receive \$1.50; Class B, \$1.25; Class C, \$1; Class D, \$0.75; Class E, \$0.50, and Class F, \$0.25.

In the second group, Class A teachers receive \$3; Class B, \$2.50; Class C, \$2; Class D, \$1.50; Class E, \$1; Class F, \$0.50.

In the evening high schools all teachers are listed as Class A except instructors in sewing, millinery, cooking, gymnasium, manual training, penmanship, spelling, shorthand and typewriting, which are rated as Class B or C.

Teachers of one period (academic) are listed as Class C. Teachers of these branches who are regular high school instructors will receive \$3 per session when teaching in an evening high school, an evening elementary school or a social center.

Janitors will be paid \$0.75 for attendance at afternoon sessions, \$1 for evening sessions and in addition \$0.40 per day, including evening, for each Class A room, \$0.20 per Class B room, and \$0.10 per Class C room.

Class A rooms are those with assembly halls, gymnasium and swimming tank and all rooms from which chairs must be removed or brought in and the room rearranged for regular work; Class C, all rooms with an attendance of ten or less; Class B, all rooms not included in A or C. The pay for afternoon and evening entertainments will be \$2.

Discharge of Pupils.

New York, N. Y. The board has amended the rule governing the discharge of pupils by principals. The rule reads:

No pupil enrolled in a public school shall be discharged except by order of the principal for one of the following causes, which must be well established in each case:

(1) Proper and known admission to another school or to an institution;

(2) The issuance of a duly authorized transfer;

(3) Commitment to a truant school or other reformatory institution;

(4) Transfer or expulsion in accordance with subdivisions of By-Laws;

(5) Commitment to a charitable institution by a parent or guardian, a court or a public officer;

(6) Notice by the Director of Attendance that an employment certificate has been issued, and that the name of the child has been placed on the general suspense register;

(7) Death;

(8) Marriage;

(9) Graduation. In such case the principal shall report the name of the child to the Bureau of Attendance, if it has not received a transfer to another school, or at the time of graduation has not obtained an employment certificate;

(10) Withdrawal by parent for any one of the following reasons:

(a) Instruction at home by a competent teacher, provided the District Superintendent of the district in which the child lives has been notified, and has approved the amount and the character of instruction as being substantially that required by the Compulsory Education Law;

(b) Physical disability certified, in the form prescribed by the Director of Attendance as to cause and duration, by a physician or other person duly recognized by the Regents of the University of the state of New York as competent to make the required certificate, provided the duration of such physical disability shall be not less than one month. Every discharge for such cause shall be reviewed by the Director of Attendance, and shall be investigated by him, if necessary;

(c) Mental disability when duly certified as

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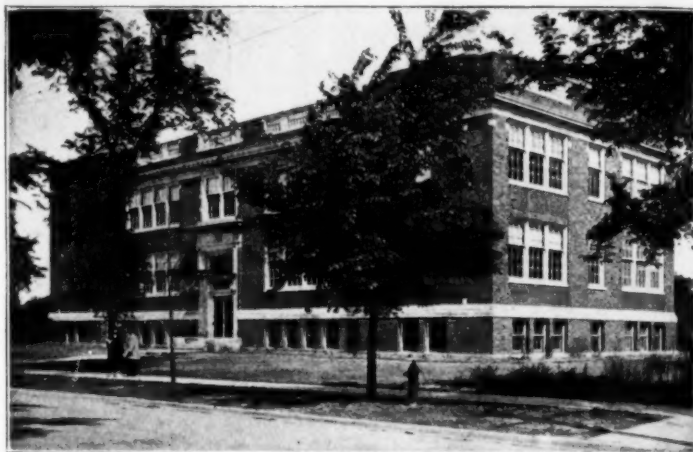
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sufficient for discharge by the City Superintendent of Schools upon the recommendation of the Inspector of Ungraded Classes;

(d) Because under 7 years of age or over 16 years of age, as shown by the records of the school and by documentary evidence similar to that required by the Department of Health in issuing work certificates;

(11) Permanent removal from the city;

(12) Inability to locate the residence of the pupil when such fact shall have been duly reported to the principal of the school by the Director of Attendance.

MISCELLANEOUS NEW RULES.

Canton, O. The board has adopted a rule which prohibits any high school pupil parking an automobile near the school building. The rule is directed against possible danger from fire.

Chicago, Ill. The technical high schools of the city are to be purely technical and limited to male students only, as a result of a recent survey of the educational system. The Carter H. Harrison High School and the Tilden High School, both of which are attended by girl students, will be affected first.

New York, N. Y. The board has amended the rules governing absence and tardiness of teachers. The rules read:

Non-attendance of principals, assistants and teachers upon any portion of lawfully assigned duties not exceeding the maximum daily service provided shall constitute absence, and be so recorded. Every teacher absent from duty shall report promptly, in writing, to the principal the cause of such absence, and its probable duration.

The board of superintendents shall have power, after proper investigation, to excuse any and all absence on the part of principals or teachers caused by extraordinary delays in transportation.

The school board of Waco, Tex., has adopted rules governing the placing of insurance on school buildings. The rules read:

All insurance must be so apportioned that each recording agency in the city may receive approximately the same premium upon the business written.

All policies must be signed by the recording agency.

No policy may be written for a sum less than \$2,000, except in peculiar cases, to be left to the discretion of the person, or persons, who may be entrusted by the board with the duty of apportioning the insurance.

No two policies in the same company with concurrent expiration may be issued upon the same building.

No policies shall be issued upon school property, except by such companies as are under the regulations of the department of insurance and banking of the state of Texas, and have a regularly issued permit to do business in the state.

The board reserves the right to reject a policy issued by any company, without explanation for such action.

No insurance, in the future, may be assigned to any agency which has not been in business in the city for at least twelve months next preceding the date upon which the said policy is issued, and in order to be entitled to such insurance, such agency must make application to the board in writing, giving names and number of companies represented, at least thirty days before writing the insurance.

In writing up additional insurance from time to time, such insurance must first be awarded to such agency as may be entitled thereto under the preceding rule until the amount of insurance carried shall equal approximately the insurance carried by the older agencies.

According to the plan, each of the seventeen recognized agencies will carry approximately \$28,000 worth of insurance. There are at present, eight agencies carrying insurance in excess of this amount, or approximately \$415,000, where under an equal apportionment, they would receive \$224,000. Unacceptable policies, aggregating approximately \$190,000, will be returned by the board.

Minneapolis, Minn. Authority has been given to the business manager to appoint the older boys in the upper grades to act in the capacity of safety policemen. The boys will be recommended by the principals of the respective schools and will be detailed to escort small children across street car lines and thru crowded streets. In addition, they will assist in keeping the streets clean and free from rubbish.

An educational and industrial survey of Peoria, Illinois, is to be made by a committee representing the chamber of commerce, the city and the school system. The present personnel includes Charles LaPorte, attorney; W. N. Brown, principal of high school; C. A. Bennett, head of Manual Arts Department, Bradley Polytechnic Institute.

A survey of the rural schools of Union and DeKalb Counties, Georgia, has recently been completed by Prof. M. L. Duggan, of the board of supervisors in the State Education Department. The report, which will be issued in pamphlet form, contains pictures of the schools in these counties and shows what progress has been made in the erection and maintenance of school buildings. DeKalb County is considered one of the most progressive in the state.

Brookline, Mass. A survey of the school system has been begun by Dr. James H. Van Sickle, assisted by Prof. Harlan Updegraff, Miss May Ayres and others.

Minneapolis, Minn. Dr. F. E. Spaulding, in a recent report to the board, has recommended that financial power, subordinate only to that of the state legislature, be given the board thru the legislature. Dr. Spaulding called attention to the criticism of the board for laying plans and making contracts for the following year before funds for the projects are authorized by the tax levy board. Admitting the validity of the criticism, Dr. Spaulding contended that efficient work necessitates this action because of the months in which the school year falls. He showed that placing the financial responsibility in the board's hands opens no way for extravagance, as it is always possible to limit the board thru legislative action or thru new members.

The village of Parma Heights, near Cleveland, O., has a school board composed of five women. Since the village was organized some years ago, only one man has been a member of the board. Mrs. John Hoffman, Mrs. H. H. Hodgeman, Mrs. Barbara Schultz, Mrs. E. W. Dennison and Mrs. Bernice Beckwith Uink are the board members.

La Crosse, Wis. The board has given a raise of \$2.50 a month to all janitors of the schools.

Sanitary Plumbing for the School

The Clow Automatic Water Closet

(Madden's Patents)

The automatic closet performs the functions of a water closet---automatically. It is self-cleansing---each operation is automatically accomplished. The automatic water closet CANNOT be used without being flushed.

Construction

The bowl of the automatic water closet is made of the famous Adamantose ware. The tank is galvanized and free from any mechanical parts whatever. The valve---the vital part of the closet is simple and the operating parts of the valve are heavily encased in brass.

Operation

The Clow automatic water closet is operated by the depression of the seat. This actuates on a valve piston which projects about $\frac{1}{2}$ " beyond the earthenware ABOVE the rim and BACK from the opening of the bowl. This action opens the supply to the tank and simultaneously closes the outlet to the bowl. While the seat is depressed, the tank is being filled, compressing the air in the top of the tank. Immediately the seat is released, the supply side of the valve closes and the outlet side to the bowl opens. The pressure caused by the compressed air in the tank, forces the water into the bowl ejecting the contents at once, thoroughly cleansing it and leaving a fresh supply of water.

Advantages

SANITATION---One of the vital advantages of the automatic water closet on the score of sanitation is that it cannot be used without being flushed. This feature alone is worthy of serious

consideration on the part of School Superintendents and Boards of Education.

SAVING OF WATER---The Clow automatic water closet requires $2\frac{1}{8}$ gallons of water per flush; the open tank pull operating closet requires $6\frac{1}{8}$ gallons per flush, a saving of 4 gallons.

COST OF REPAIRS---Following is an extract of a letter from a plumber which is only one of many which we have received. "I installed 22 closets of this kind (Clow automatic) in a large school ten years ago and the repairs on same to date have been \$2.80." The simplicity of the valve in the Clow automatic water closet is responsible for the repairs being so low as to be negligible.

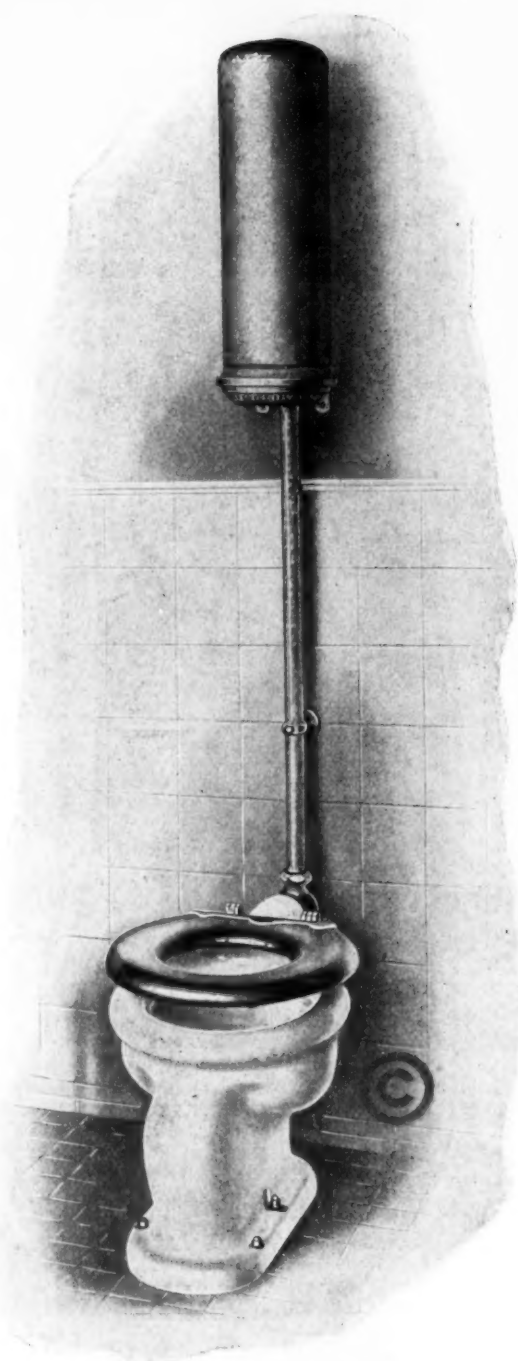
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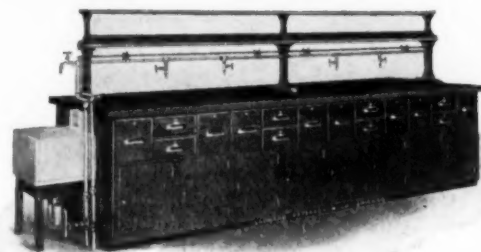
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For Busy Superintendents.

Efficiency in Compiling Statistics.

A valuable study of three methods of compiling statistical data for educational purposes has been prepared under the direction of the Division of Reference and Revision of the Oakland, Cal., Board of Education. The study was undertaken by Mr. Wilford E. Talbert, Director of the Division, primarily because the schools were in need of a better system than the one in force, and because the principals had complained of the large amount of routine work which interfered with their more important duties. The result of Mr. Talbert's study has been issued in the form of a communication to the school board.

In undertaking the study three methods were suggested for keeping school records:

1. The old system whereby teachers' reports are collected and tabulated by the principals and then consolidated in the superintendent's office.

2. The Tabulating Machine System whereby all teachers' reports are checked for accuracy and then turned over to a Tabulating Service Bureau which consolidates the data both by schools and for the city by machinery.

3. A third method recommended by some, whereby all consolidating is done by clerks in the superintendent's office, thus relieving the principals of their part of the work.

Each of these three methods was studied from the standpoint of speed, accuracy, availability of results and cost. The data given on the regular monthly enrollment and statistical reports was used in collating most of the data. Two of the three methods were used and the results were compared.

The study made evident very quickly that in practically every element except cost the tabulating machine method is the most desirable, and even insofar as cost is concerned, that the small margin of expense is far outweighed by

the value of the results as expressed in terms of speed, accuracy of results and prompt availability.

The study revealed the fact that the old system, particularly at busy seasons, resulted in a considerable number of errors which occasioned confusion. It was found that a single error in the attendance column of a principal's report necessitated a considerable number of telephone calls and required as many as sixteen changes in office records, public statements, etc. The chief merit of the old system was the fact that it had been in use since the establishment of the schools and that nothing better had been offered to replace it. The old system was also defective in the point of speed in that principals held off their reports for weeks when they were pressed for time, so that the reports were absolutely useless by the time they reached the superintendent and the general public. Again the method of figuring as it prevailed, made it impossible to classify certain statistics which were not readily apparent from the general totals and averages.

While the tabulating machine system will not eliminate all errors, it will largely eliminate the possibilities of errors. In actual practice, the original data for the school statistics are gathered from the teachers by the principals and are sent without change to the superintendent's office. Here they are checked by clerks who devote their entire time to statistical work. School names, teachers' names, etc., are given code numbers so that nothing remains on the teacher's original sheet except numerical data.

The teachers' sheets are then taken, and the information is transcribed to cards of uniform size, by means of a punching machine which perforates a small hole in a space corresponding to the code of the school, teacher, grade, size of class, enrollment, etc., etc. These cards are checked against the teacher's original figures to insure accuracy and are then placed in a sorting machine which separates the cards for any desired information. The sorting machine acts with great rapidity and with absolute mechanical accuracy, so that all of the information on a large number of the cards may be obtained in a very few hours. Thus, if enrollment by grades is wanted, the sorting machine will automatically

separate all the grades into their appropriate groups, and the tabulator attached to the machine will show how many pupils there are in each grade, the total for all grades and the number of classes, etc. By merely transcribing the figures on the machine by means of an adding typewriter, the results can be proved by comparing them with the grand total on the tabulator.

The tabulating machine method is remarkably fast, first, because the work is done by experienced people, second, because the machines are rapid, and third, because the delay in the principals' offices is entirely eliminated. In addition, the results are reliable because of the mechanical accuracy of the machines, and because of the elimination of the human element due to mistakes in calculation, in copying, and in entering proper figures in the wrong column.

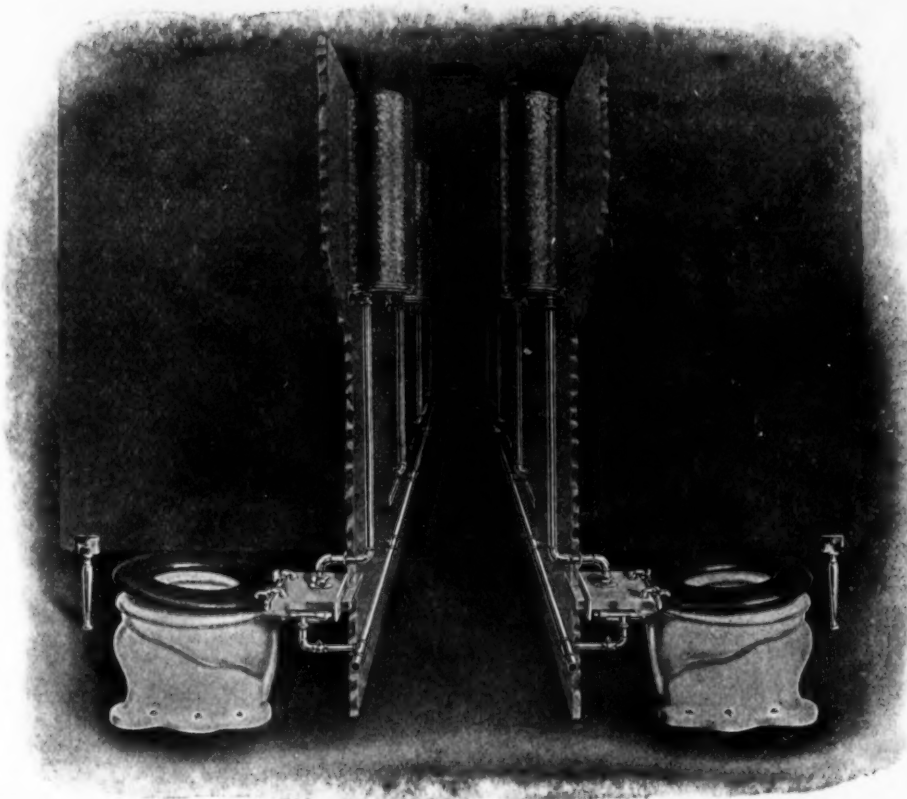
The tabulating machine also permits the gathering of data under heads of various kinds which are altogether impossible under the old method. With practically no additional labor, it is possible to obtain figures on such interesting and valuable problems as the relation of length of teaching experience to repeaters, elimination from school, poor attendance, the effect of sizes of classes on promotions, etc.

The third plan studied by the Oakland school authorities proposed to eliminate the tabulating machines and to concentrate the compiling of statistics in the superintendent's office. Under this method, additional clerks would be employed by the superintendent to take the teachers' reports and to list them without the use of mechanical devices other than adding machines and adding typewriters. In the study it was pointed out that this system would not eliminate the human element except insofar as the persons who would handle the work would do nothing else and would become more expert than the principals who must do their record keeping at odd times.

The final results of the study was the recommendation that the Board of Education obtain punching machines and the services of a tabulating firm. The monthly cost of the old method was approximately \$158. It is estimated that the mechanical method will cost \$275 per year, in addition to this general monthly expense.



Don't Overlook the Christmas Holidays



CLOSET STALLS WITH UTILITY CHAMBER

The schools will be closed for ten days and this will be an ideal time to have new fixtures installed in the toilet room that has been the cause of so much trouble and annoyance.

You are responsible for the health of the children in your schools. Are you shirking that responsibility, expecting someone else to look into the matter which is of vital importance?

Nelson Fixtures

are bound to give satisfaction once they are installed. Let us prove it to you.

Our catalog is free. Our experts are "at your service."



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FOR BUSY SUPERINTENDENTS.

A survey of the Milwaukee school buildings was recently completed by Mr. Hornell Hart, Secretary of the City Club. The report, which will be made to the board shortly, provides for a ten-year building program.

St. Paul, Minn. Supt. E. C. Hartwell has announced his decision to stand firmly by his determination to run the schools according to his own plans. Mr. Hartwell will appoint his own committees of teachers to select such textbooks as are to be used in the schools. The committees will consist of teachers qualified by experience and knowledge to judge as to the books needed.

According to the plan, each book company is to be given a hearing. The book selected will be approved by the superintendent, except where circumstances require him to exercise his authority as superintendent.

Chicago, Ill. Competitive eligibility lists for head assistants, principals, supervisors and superintendents were recommended recently at a meeting of the committee on educational survey of the board.

Washington, D. C. In his annual report to the board, Supt. Ernest L. Thurston recommends that vacancies in the teaching corps be filled by selective appointments, followed by examinations of the teachers for scholarship and training. Supt. Thurston is of the opinion that while the present competitive plan of appointment from eligible lists may work well, the time is coming when a better method must be adopted to secure efficient service.

Pittsburgh, Pa. A pension plan providing for contributions by teachers, with a fixed pension at 60 or 65 years, of \$500 a year or \$50 a month, has been presented to the board for approval.

According to the plan, contributions for teachers will vary with their respective ages at the time the pension begins. The board will contribute an amount equal to that given by the teacher. Any teacher who retires before becoming a pensioner may be refunded all money paid in with interest.

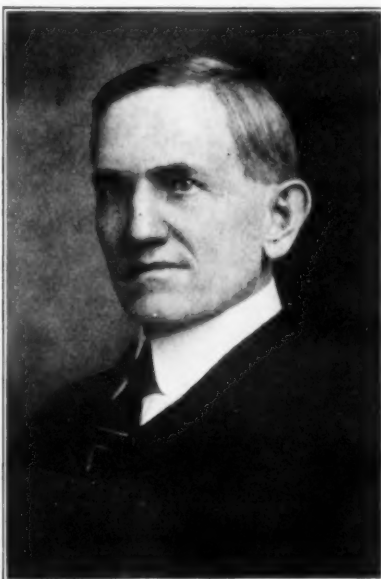
The board of trustees of the Illinois State Teachers' Pension and Retirement Fund this month retired on pensions 31 teachers. They are

to receive \$400 a year the remainder of their lives.

That the school system of New Castle, Ind., is growing rapidly is indicated by the present enrollment in the public schools. In 1910 the high school registered 186 pupils and in 1916 the total enrollment had reached the 281 mark. The elementary schools registered 1,314 in 1910 and in 1916 an increase of 534 was reported, or a total of 1,848.

Duluth, Minn. Additional opportunity classes for retarded pupils are planned for the present year.

Greenfield, Mass. The age of entrance into the kindergarten has been raised to 4½ years, and into the primary grade to 5½ years.



SUPT. J. W. HOLTON,
Shelbyville, Ind.

President-elect, Indiana City Superintendents' Association.

Boston, Mass. A new ruling of the board requires a satisfactory test of knowledge of all teachers of modern foreign languages. Teachers who have entered the service since September first, or who may become instructors in such languages, must qualify within three years of their application as to their ability to converse freely and to give competent oral instruction in the language which they are to teach.

Lawrence, Mass. The board has adopted a rule governing credits for outside experience of normal school graduates. It provides that graduates of the practice school who, between their graduation and their appointment to the schools may have had teaching experience elsewhere, shall receive credit for that experience to an amount equal to one-half of such experience, reckoned in school months. The number of months of such experience must be certified to by the superintendent of schools, or by the school committee of that city or town in which the service was rendered. A fraction of a month must be counted as a full month in reckoning the amount of experience. Credit may not be given for work in the evening schools nor for substitute service.

Worcester, Mass. A course of lectures for teachers has been arranged thru the co-operation of the superintendent and the subcommittees of the board. The lectures will be given under the direction of the extension division of the state board of education.

New York, N. Y. In compliance with the by-laws of the board, the members were, in September, notified of the marriage of 125 teachers who were listed on the teaching corps of the respective schools.

Pawtucket, R. I. The amount of money saved by public school children is just twice that of the previous year. A total of \$6,347 was brought in, \$1,033 was withdrawn, leaving a balance of \$5,314. The total amount deposited during the past fourteen years amounts to \$47,349.

Buffalo, N. Y. A school savings system has been introduced in the schools. The plan is a practical method of bank bookkeeping which is operated under the direction of the teachers.

Haverhill, Mass. A school for retarded pupils is planned.

Every School Auditorium



must have a certain amount
of Scenery

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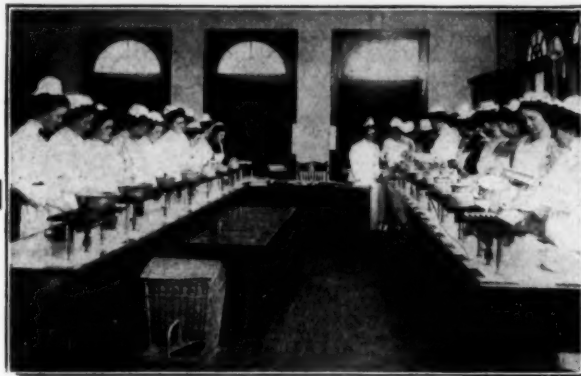
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Make Their Own Gas for Domestic Science, Chemistry and Physics Departments

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The plant was sold the school by the Detroit Heating & Lighting Company of Detroit, Mich., who have been manufacturing private gas plants for the past forty-seven years.

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Gas Machines are in daily use.

These plants make gas for lighting, cooking, heating and for every other purpose common to public city gas and at no greater cost—oftentimes less.

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FOR COUNTY SUPERINTENDENTS.

A circular recently prepared and issued by Supt. Jessie Yancey of Mason County, Kentucky, contrasts the "little red schoolhouse" of the past with that of the modern "consolidated school" of today. It shows how the consolidated school benefits the children and the school patrons, and is a means of co-operation between the school and the surrounding district. The circular contains a reproduction of the Mayslick Consolidated School in Mason County, a description of its location, its teaching corps and its purposes. In the opinion of Supt. Yancey, the school has 23 distinct advantages for the pupils and parents of the county. They are:

1. The school is for grown people as well as children. It is the school of tomorrow.
2. It is a more expensive type of school, but often the least expensive per pupil because of high attendance. The teachers teach an average of fifty pupils apiece.
3. The average term in schools of this kind is nine months; the average attendance per pupil is 7.2 months.
4. More boys finish the high school in this school than finish the common school in the one-room type.
5. Large pupils enjoy the social life.
6. Fine teaching, a rich course of study and varied activities hold the pupils.
7. The teachers are happy and contented.
8. The children have experienced teachers or inexperienced ones working under the supervision of the principal.
9. The school is the pride of the people.
10. The school is the center of the social life of the community. It is open the year round.
11. The school attracts people to the country; it increases land values, raises rents and makes good roads.
12. The school trains for leadership and brings about co-operation among the people.
13. Illiteracy is low and scholarship relatively high in consolidated districts.
14. It educates children toward the country; faces them toward the soil.
15. It makes good farmers, productive farms and beautiful farm homes.

16. The school solves the rural life problem.
17. The school secures and holds the best teachers.
18. The school excels the town and city school at every point.
19. It gives the country child superior advantages.
20. The school occupies the ground.
21. It is the modern type.
22. It builds up the country.
23. It is the twentieth century school.

A recent survey of the school systems of Minnesota shows that 481,653 pupils are enrolled in 9,250 schools, and are taught by 17,792 teachers. High schools numbering 230 have a total enrollment of 47,354 students and 1,449 faculty members. A total of 241 grade schools are listed but the number of teachers in high school districts has increased from 2,479 to 4,673 and those in graded schools have decreased from 1,402 to 1,342. The enrollment in elementary schools totals 434,281. The number of consolidated schools has reached 206, or an increase of 63 over last year.

A Rural School week was held in Minnesota recently to show the co-operation which exists between all parts of the state school system. Members of the university and normal school faculties and the staff of the department of education visited the rural schools in all parts of the state and demonstrated their willingness to be of service to these schools.

The objects of the visits, which are four-fold, are as follows:

- 1st—To encourage those engaged in rural school work.
 - 2nd—To note the school work, methods and plans of teaching as affected by the ability and spirit of the teacher and the response by the pupils.
 - 3rd—To observe material conditions surrounding the schools, notably the buildings, grounds and school equipment.
 - 4th—To learn about the interest of parents in the change of the rural school into a larger and more efficient unit in the educational system.
- A new definition of attendance has been adopted

ed by the educational council of the Iowa State Teachers' Association to permit school authorities to determine how many of the children in the schools get the full benefit of the education provided. It is recommended that the per cent of attendance be determined by dividing the total number of days present by the total number of days of membership. Membership is computed from the date of entrance until the close of school, except in case of removal from the district, expulsion or continued absence. In the past, teachers have marked cases of absence as temporary withdrawals.

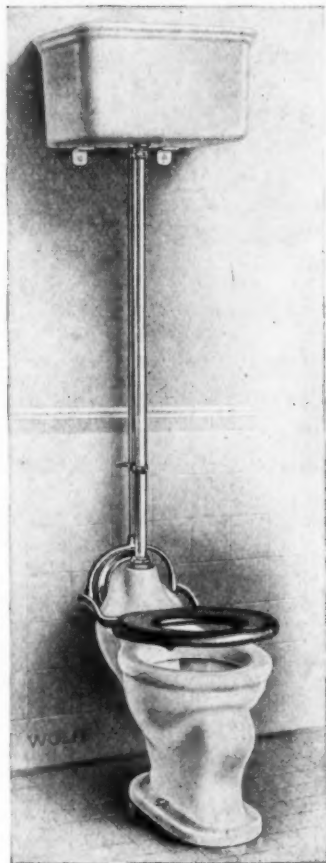
The Supreme Court of Illinois, in a recent decision, sustains a ruling of the Circuit Court of McLean County that the township high school act of 1911 is invalid and that the formation of Leroy School District is contrary to the provisions of the law. The controversy arose when the people in the Leroy school district, by election, registered their votes for the organization of a township high school, which was to be composed of the whole of Empire township and also a strip to the west, north and east of the same township, taking in parts of Downs, Dawson, Arrowsmith and West townships.

Honoring a School Master-Inventor.

A notable part of the recent annual convocation of the University of New York centered about the great services to the world rendered by a school teacher of Albany—Joseph Henry—who spent much time in making experiments with galvanic electricity.

Joseph Henry was the first to drive electricity thru the mile of wire to sound a bell, and his primitive apparatus was the first used for transmitting signals and sounds by the electric current. It was he who conceived the idea of winding long lengths of wire about horse-shoes of soft iron and by sending the current thru these coils, to turn the dead metal into powerful magnets.

Henry was for years a teacher in the Albany Academy and later became head of the Smithsonian Institution at Washington. A monument to his memory is to be erected in Albany. The statue shown on page 18 is in the New York State Education Building.



"Wolff" Plumbing Retards School Building Depreciation

Wolff Plumbing Fixtures last as long as your building.

That's why a substitute for "Wolff" plumbing is always a *poor* substitute.

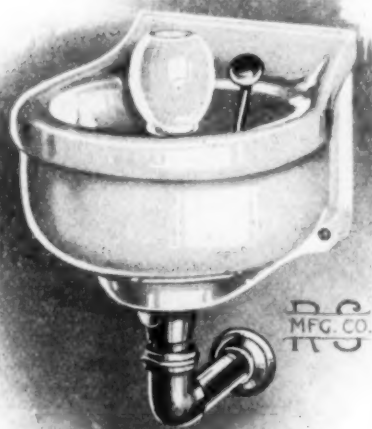
If Wolff plumbing has been used, the depreciation of a school building, figured theoretically, is often not evident in the appearance of the building. But if cheap substitutes for "Wolff" have been used, their quick deterioration is strongly noticeable.

Don't use substitutes for Wolff plumbing. You can't afford to let your school's reputation suffer by putting in cheap, unsanitary plumbing, with its endless train of expense. Use Wolff plumbing for your school building.

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A Cool, Clean Drink of Water



is enjoyed by everyone. This includes the boys and girls in your schools.

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are made right and conform with State laws on sanitation.

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Safest, because Dahlstrom Quality means the most perfect, high-grade hollow metal products that it is possible to produce—superior construction, unequalled workmanship and finish, dependable service, safety from fire, and the finishing touch in the fireproofing of your building. Dahlstrom Products are everlasting and more economical than the lower priced substitutes.

Most Attractive, because Dahlstrom finish has not been equaled, and the grained work is a counterpart of Nature's grain, serving the aesthetic features of the fine building with equal facility.

Write for Instructive data on Hollow Metal Construction.

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Paper Balers**

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Lurks in loose, sacked or crated paper. A spark from furnace, match or cigarette will start the fire that may cost lives as well as property. Why take chances when the Alsteel Baler will afford you protection and at the same time a reasonable profit.

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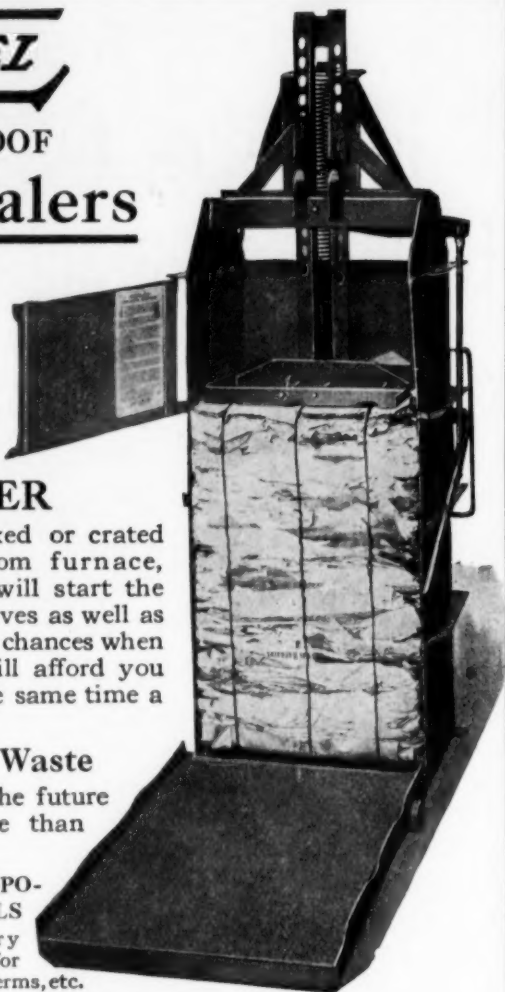
or your supplies in the future will cost even more than they do at present.

OUR SPECIAL PROPOSITION TO SCHOOLS

should interest every school board. Write for full information, prices, terms, etc.

ALSTEEL MANUFACTURING CO.
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AMERICAN MADE HEXAGON SCIENCE APPARATUS



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Hexagon No. 155. Net, \$12.50

Physical Laboratory Balance

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The Only Agate Bearing Physical Laboratory Balance Made

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Chicago, Ill.

Building and Finance

LARGE VS. SMALL SCHOOLS.

The Cincinnati Schoolmasters Club recently considered the relative value of large and small schools. The consensus of opinion was that quite generally the large building is to be preferred to the small building because it can be made as sanitary, as safe, and as useful as a small building and usually is more so because it is built at a proportionately smaller cost. A committee in charge of the problem reported as follows:

1. The danger from fire hazard is increased with the size of the building, especially if more than two stories high.
2. Playgrounds decrease relatively in size and efficiency with the increase in the size of the buildings.
3. Danger from the spread of contagious diseases is likely to be increased.
4. The greater the number of children in a given building, the greater the danger due to congestion in the streets as the children go to and from school. A large school implies a large district, greater distances to walk, more car tracks and streets to cross, etc.—all containing elements of danger to life and limb.
5. Much time is wasted in managing the children as they arrive and depart from the building.
6. Unless the school is so situated that there will never be encroachments of some objectionable nature, it is risky under the present changeableness of city life to build a very large building, for it may happen that what was once a populous territory from the point of view of children of school age may almost suddenly change to the opposite extreme. Hence expense

in transportation or abandonment of the building will be necessary.

7. Considering expense alone, it will often be somewhat less costly to deal with children wholesale.

8. A large school where many children are benefited justifies the cost of the expensive equipment of a modern school, it also permits greater differentiation of courses of study to meet the needs of different types of children.

9. Supervision of instruction by the principal will decrease in efficiency with the increase in the number of pupils—say beyond one thousand. A large school tends to subordinate the educational problems to the administrative.

10. There is less likely to be an acceptable esprit de corps amongst the teachers in a large school than in one of medium size. Co-operation for specific or definite ends is harder to secure.

11. The spirit of the school tends to become diluted in proportion to its size, say beyond one thousand pupils.

12. The large school tends to suppress the initiative of teacher and pupil and to reduce even teaching processes to the mechanical and routine.

13. The larger the high school the less likely it is that the pupils respect the teachers—other things being equal. The psychology of the crowd is especially dominating in large high schools. A big high school comes inevitably to ape college ways, which is unfortunate.

14. Owing to departmental organization, a high school may be larger than an elementary school without incurring to the same degree the disadvantages of a large elementary school.—From the report of a committee of The Schoolmasters Club.

Asks Financial Freedom.

Minneapolis, Minn. Recommendations that the board of education, acting independently of the tax levy board, be permitted to fix the tax levy within limits imposed by the legislature, that a pension fund for school janitors be provided, that the board be empowered to employ its own attorney and that the administration be released from the city purchasing agent act, have been approved by the board and will be incorporated in bills to be submitted to the next legislature. The request of the board that it be permitted to fix the tax levy is based on the fact that the work of the schools must be carried on during a term which does not coincide with the fiscal year established in the city departments and with money provided by another board. Inasmuch as the board is held responsible for the maintenance of the school system, it holds that it should be permitted to determine the tax rate.

The request for a system of janitors' pensions is the first step toward a more inclusive pension system to embrace all employees of the city. An effort is to be made to obtain the co-operation of the respective departments in recommendations which will be prepared and submitted to the legislature.

Fire Orders.

Cincinnati, O. The city fire department has prepared a set of fire prevention and safety rules for use by principals, teachers and pupils of the schools. The rules, which have been distributed to the teachers, read as follows:

Pupils must not carry matches into the buildings. Loose sheets of paper must not be hung on classroom doors. Closets under stairways must either be removed or sealed up. All accumulation must be removed from every portion of the buildings. Janitors' storerooms containing combustibles must be of metal or fireproof material and have self-closing doors. Swinging gas brackets are prohibited. No rubber hose connections may be used except for laboratory tables. Gas service mains must have stopcocks at or near the curb. No oil may be applied to a wooden floor for any purpose.

Kerosene oil must not be used either singly or in combination for cleaning purposes. Doors to

Bubbles Without Troubles

Those who have been using ordinary bubbler drinking fountains will welcome the news that there is a line of bubblers on the market that are **ABSOLUTELY SANITARY** and so perfect from a mechanical standpoint that they require no attention whatever. We refer, of course, to **GLAUBER** bubblers and drinking fountains.

Put Them in Your Old Buildings -- Put Them in Your New Buildings

There is also a line of **FAUCETS** for sinks and lavatories, including **COCKS** with "gooseneck" spouts, for domestic science and laboratory use, of the same matchless quality.

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One of the secrets of our phenomenal success lies in our metal mixture. All **GLAUBER Cocks, Etc.**, are made from **BRONZE**, within 2% as rich in copper as the Government specifications for bronze bearings. Other reasons for our supremacy are our mechanical principles and faultless workmanship. These things enable us to do what no other brass manufacturer does, give a **FIVE YEAR GUARANTEE** covering all **GLAUBER Goods**.

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GLAUBER BRASS MFG. CO., Cleveland

stair enclosures shall not be fastened back while school is in session. Stairway terminals must be free of all obstructions. Clothes closets on half-story levels opening on stairways are prohibited unless separate stairways lead thereto. Desks or other furniture encroaching on classroom doors must be removed. Exit door locks and bolts must be kept oiled and operated at least once a week. Instead of hooks, stairway doors shall be held open with automatic catches or other holding devices.

Exit signs must be in figures or letters not less than four inches high. Doors leading to street from first floor must have exit signs. Special provision must be made for fireproof storage room in cellar or basement. Pupils' desks must be cleared of accumulations. Metal waste receptacles with automatic lids must be provided for play and lunch rooms. Gas meter shelves must be of fire-resisting material. For ordinary school structures the standard fire-extinguishing appliances will be one three-gallon approved extinguisher, a five-pound flat-head ax and a six-foot hook of fire department pattern. Where there are classes in carpentry, chemistry or sewing, an additional fire extinguisher must be kept in readiness on each floor.

BUILDING AND FINANCE.

Oklahoma City, Okla. The supervisor of school buildings has taken steps to reduce the cost of heating school structures during the present winter. At a called conference of the janitors and the superintendent of buildings, instruction was given on how to fire boilers and how to save fuel.

Minnesota has, this year, the largest single state fund ever apportioned, totaling \$1,502,146.50. The largest amount, \$199,153.50, was given to Hennepin County and the smallest amount, \$1,029, to Cook County.

Detroit, Mich. Forty additional school buildings or annexes will be needed to bring the school system up to standard and to satisfactorily accommodate the pupils, according to a report of Supt. Charles Chadsey. A part of the congestion in the schools is due to the delay in completing structures, which can be traced to the scarcity of labor and materials.

Pittsburgh, Pa., will shortly become the possessor of a fine stadium for interscholastic athletics. The athletic and recreation field, which was originally purchased for the new Schenley High School, will include eleven acres of land and will be laid out in two separate fields.

The main field, consisting of 92,000 square feet of ground, will be devoted to a full sized gridiron, baseball field, a quarter mile running track, a 220-yard straight-away and four tennis courts.

On a level seventeen feet below the main field will be found a practice field of 75,000 square feet, containing a gridiron and baseball field, tennis courts, basketball courts, volley ball courts and other activities.

A concrete grandstand seating 3,600 persons, with bleachers of the same capacity, will be located on the two sides of the main field. The grandstand and bleachers will be extended around the field in thirty-foot sections.

A report of State Supt. W. F. Doughty of Texas for the biennium of September, 1916, shows that bonds were issued by independent and common school districts for the purpose of repairing, erecting and making additions to school buildings, purchasing sites therefor and for buying school equipment and furniture to the amount of \$6,669,225. Of this amount, \$4,740,675 worth of bonds were voted by independent districts and \$1,928,550 by common school districts. In addition, the people of the state expended \$15,662,654.01 for current expenses in maintaining schools.

New York, N. Y. The board of education will have \$41,186,261.98, or an increase of \$1,400,122.11, at its disposal during the present school year. Of the total amount, \$34,966,463.42 will be devoted to the general school fund and \$6,219,798.56 to the special school fund.

St. Paul, Minn. The public schools were conducted at an expense of \$4.96 per inhabitant, or \$46.67 during the year 1915. The amount spent for salaries of principals and teachers was \$823,533.05, or 67½ per cent of the total.

Chicago, Ill. Thirty-seven social centers have been opened in the schools with an appropriation of \$50,000 to cover the expense.

Washington, D. C. The public schools recently received \$317.38 for a total of 54,929 pounds of old papers and magazines. The money will be

turned in to the fund for playgrounds and social activities.

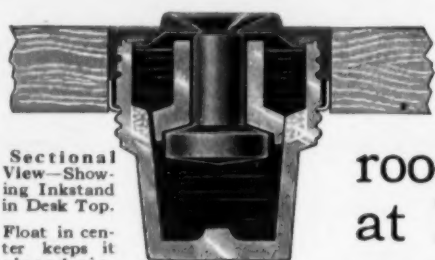
Hastings, Neb. A bond issue of \$200,000 was favorably carried by a majority of 71 at the school election held recently. This bond issue provides for the erection of three new school buildings, two grade schools and a junior high school. It is intended that the junior high school, which will cost \$125,000, shall accommodate the students of the seventh, eighth and ninth grades. This means the removal of between 300 and 400 grade students to the new building, and between 100 and 200 from the present high school. At the present time there are about 500 students who would be affected by the change.

The board intends to start the erection of all three buildings early next spring, the preliminary work to be completed this winter. It is expected that the grade schools will be completed in time for the opening of the school year next fall. The high school, however, will probably not be completed before the first of 1918 and perhaps not until the fall of the following school year. It is believed that this building program will relieve the crowded conditions in the schools for at least ten years. Mr. T. W. B. Everhart is superintendent of the Hastings schools.

The departmental school which was erected three years ago on the high school grounds at New Castle, Ind., accommodates all the pupils of the seventh and eighth grades. The building contains a large shop which is 30 by 130 feet in size and is equipped with shop benches, lathes, jointer and band saw. For the girls there is a strictly modern kitchen laboratory and sewing rooms which will comfortably accommodate 125 girls. The school offers two and three year courses but the requirements are that at least two years of work be taken.

Plans are now in progress to introduce general science and German into the school, which will add to the Junior High School idea. The total enrollment is 305 of which 182 are boys.

At a recent school election held at Ashland, Ky., the citizens, by a large majority, carried a bond issue of \$200,000. The bond issue will make possible a new high school building and a number of other improvements to existing structures.



Sectional View—Showing Inkstand in Desk Top.

Float in center keeps it closed air-tight, except when pen is dipped.

Better School-room Results at Less Cost

Teaching the young idea to write is no light task. Ink from over-full pens smears fingers, books, desks, clothes, floor.

Under such conditions, the child is not trained in habits of cleanliness.

The Sengbusch Self-Closing Inkstand largely removes those difficulties. It supplies just enough fresh ink at each pen-dip. Prevents over-loading pen. Ink never gets thick and "stringy." The "Sengbusch" screws into the desk, flush with top; nothing to tip over, or make a noise. It will reduce ink bills 75 per cent.

Full size model, showing inkstand in desk top, sent on memorandum for trial, upon request.

Sengbusch Self-Closing Inkstand Co.

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Milwaukee, Wis.



The Sengbusch Self-Closing Inkstand sets flush with desk top. Handsome, economical, noiseless, efficient.



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—are used and liked in the public schools of Philadelphia, Boston, Cleveland, Detroit, Pittsburgh, St. Paul, Harrisburg, Altoona, Easton, Shamokin, and many others. That's why you ought to use them. They are solid. No scraps can fall out to litter the floor. No sharp corners to scratch furniture or catch clothing. They won't dent. They are practically indestructible; and fire-resisting. If not at your stationer's or school supply house, write to us today for catalog and prices.

American Vulcanized Fibre Co.
510-520 EQUITABLE BLDG. WILMINGTON, DEL.

Chicago, Ill. The board will close its fiscal year with an estimated deficit of \$600,000, or about half what it was a year ago when the accounts were closed. During the past year \$200,000 has been saved from the amount appropriated, while the building fund was able to close up its accounts with no deficit.

Paulsboro, N. J. The board has installed a paper baling machine and will bale and sell all the paper collected in the buildings.

Ware, Mass. The board has ordered that semi-annual promotions from grade to grade be discontinued because of a lack of accommodations. All grades will be affected with the exception of the ninth grade, where a class will be enrolled in the high school. It has been planned that the pupils shall remain in the same rooms but that they shall be given advance work to do, so that by hard work they may jump a half year before entering high school.

Pittsfield, Mass. Drivers of teams transporting pupils have been given half pay for the period that the schools were closed during the epidemic of infantile paralysis. The agreement to give half pay was made upon a basis of fairness to all employees. It was shown that teachers and janitors were paid for the time lost.

The school board of Bridgeport, Conn., has discontinued its custom of buying coal thru local dealers and has adopted a policy of buying in the open market at wholesale prices.

Early last summer the board invited local dealers to submit their bids on the year's supply of coal which resulted in identical bids of \$7 per ton from each of the representatives. The board was dissatisfied with the results and it was suggested that the members deal direct with the mines the same as large corporations. The bids were rejected and the committee on supply was ordered to get in touch with the wholesalers.

The board was able to complete a contract with a wholesale coal firm for furnishing 5,500 tons of coal and a teaming and cartage company was employed to do the carting. Of the entire supply, three thousand tons have been placed in the bins of the respective schools and 2,500 tons are stored in the agent's yards. It cost the board \$6.30 a gross ton to put the coal in the bins,

which is equivalent to \$6 a net ton, or a saving of approximately \$5,500.

Central High School, Muskogee, Okla., has for the past three years maintained a cafeteria which is self-supporting. The cafeteria was opened in 1913 with a full equipment and a working capital of \$300.

In addition to the manager, the cafeteria employs five women and one man. The manager hires the help, plans the menus and superintends the cooking while the male helper sweeps, dusts and keeps the cafeteria in running order. Each of the five women helpers takes charge of a part of the cooking, their wages running from \$4 to \$8 per week.

Recently improvements have been made in the cafeteria in the way of an electric dish washer and sanitary drinking fountains. The cafeteria usually has enough left at the end of a school year to cover necessary improvements during the ensuing school term.

EVENING SCHOOLS.

Boston, Mass. A class in lip reading has been formed at the evening school.

Ashtabula, O. A night school has been opened for the benefit of non-English speaking people.

Boston, Mass. Classes in home cooking, sewing and millinery have been formed at the social centers, for those who do not live near an evening school and for those who do not care to enroll in vocational classes.

Flint, Mich. Naturalization classes have been formed at the evening school.

Brockton, Mass. Classes for the study of English for the benefit of non-English speaking mothers are planned during the evening school season.

Boston, Mass. Seven evening centers have been opened with sessions two or more evenings each week. In addition, twenty other centers are maintained for lectures and occasional social gatherings.

Cambridge, Mass. The board has designated three school buildings as evening school centers.

Birmingham, Ala. A night school has been opened in the Central High School.

Boston, Mass. The director of the extended use of school buildings has been given permission

to provide lectures and motion picture entertainments at an expense not to exceed \$1,000. These activities are to be given in buildings not used as evening centers.

Grand Rapids, Mich. Smoke prevention has been introduced in the evening schools as a subject for janitors.

Galveston, Tex. A night school for working boys and girls between the ages of 14 and 21 years and for adult foreigners has been opened in the Ball High School.

Worcester, Mass. A course in business law has been introduced in the High School of Commerce.

Bangor, Me. A commercial course has been added in the evening school. Twenty-five students are in attendance.

Boston, Mass. Classes in art work, basketry, basketball, choral work, civics, crocheting, embroidery, dressmaking, millinery, home nursing, novelty sewing and parliamentary law have been formed in the evening schools.

Lawrence, Mass. A class in civil service for adults has been opened.

Oakland, Cal. Two additional evening schools have been opened.

Chicago, Ill. The work in the evening schools will this year fall under six divisions, as follows:

1. Teaching English to foreign-speaking people.
2. Helping to complete the education of boys and girls who have left school before finishing the elementary school.
3. Giving instruction in regular high school subjects.
4. Giving instruction in commercial subjects.
5. Giving instruction in household subjects.
6. Giving instruction in technical subjects related to the trades and industries.

Chicago, Ill. Free classes in lip reading for deaf persons will be conducted at three of the public schools.

Houston, Tex. Classes in salesmanship and advertising are planned in the evening schools.

Boston, Mass. Classes in English for non-English speaking night workers have been opened in the Continuation School. Classes are free and meet twice each day, morning and afternoon.

Your Buildings Swept Under Guarantee of Better Service at Less Cost

The Self-Moistening Brush catches the light floating dust, holds it until it is weighted with moisture, then flirts it forward with the other dirt that is being swept forward at the same time. The kerosene filters down through the center tufts and passes directly into the dust, leaving the floor dry, clean and dustless, as when wiped with a moistened cloth.



Continued kerosene sweeping leaves the floor white, hard, smooth; no grease; no spots; no dust left on the floor.

The Total Cost for Kerosene Sweeping is Less Than One-fourth the Cost of Floor Compound or Floor Oil.

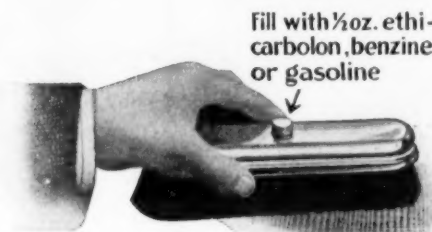
Wears Longer Than Two Ordinary \$3.00 Brushes, Longer Than \$10.00 Worth of Brooms

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☐ No. 11—14-in. block, value, 4.50 ☐ No. 13—18-in. block, value, 5.00 ☐ No. 15—24-in. block, value, 5.75

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Teachers' Salaries.

A STUDY OF THE SALARY SCHEDULES OF CITY SCHOOL SYSTEMS.

Prepared by the Research Bureau of the Public Education Association of Buffalo, N. Y., Mrs. Richard Noye, Jr., chairman; F. E. Shapleigh, secretary.

Twenty-two representative cities, of which Chicago is the largest and Salt Lake City the smallest, have been considered in the present study. The complete salary schedules are presented and analyzed and fundamental financial statistics are discussed. Two final sections are devoted to an outline of the factors which determine the salaries of teachers and the essentials of a good salary schedule.

The study reveals some astonishing contrasts in educational practices and costs as well as a splendid uniformity in achievement. Diagram 5 will serve to illustrate the diversity in school expenditures as compared with general municipal costs.

DIAGRAM 5. Percentage of total governmental cost payments devoted to school purposes in Buffalo and in 21 other cities. 1914.

| Cities. | Per Cent Devoted to Purposes other Than Schools. | Per Cent Devoted to Schools. |
|---------------------|--|------------------------------|
| Salt Lake City..... | 67.2 | 32.8 |
| Jersey City | 68.7 | 31.3 |
| Indianapolis | 71.8 | 28.2 |
| St. Paul | 77.4 | 22.6 |
| Milwaukee | 78. | 22. |
| Cleveland | 78.5 | 21.5 |
| Washington | 78.6 | 21.4 |
| Kansas City | 79. | 21. |
| St. Louis | 80.1 | 19.9 |
| Portland | 80.68 | 19.32 |
| Pittsburgh | 80.67 | 19.33 |
| Detroit | 80.8 | 19.2 |
| Los Angeles | 81.5 | 18.5 |

| | | |
|---------------------|------|------|
| Cincinnati | 81.8 | 18.2 |
| Boston | 81.9 | 18.1 |
| New Orleans | 82.8 | 17.2 |
| Buffalo | 82.9 | 17.1 |
| Rochester | 83.5 | 16.5 |
| Seattle | 84. | 16. |
| Baltimore | 86.9 | 14.1 |
| Omaha | 89.7 | 10.3 |
| San Francisco | 90.8 | 9.2 |

Diagram 16 shows a variation of \$500 in the median salaries paid in nineteen cities:

DIAGRAM 16. Median annual salaries of elementary school teachers in Buffalo and in eighteen other cities. 1914.

| | | | |
|------------------|--------|------------------|-------|
| Baltimore | \$ 700 | Milwaukee | 876 |
| New Orleans.... | 700 | Buffalo | 900 |
| Washington | 750 | Cleveland | 900 |
| Rochester | 800 | Philadelphia ... | 900 |
| Salt Lake City.. | 830 | St. Paul..... | 900 |
| Indianapolis ... | 875 | Cincinnati | 1,000 |
| Portland | 1,050 | Minneapolis ... | 1,000 |
| Chicago | 1,175 | Newark | 1,000 |
| Boston | 1,176 | St. Louis..... | 1,032 |
| San Francisco.. | 1,200 | | |

Even greater is the disparity in the median salaries of high school teachers:

DIAGRAM 17. Median annual salaries of secondary teachers in Buffalo and in eighteen other cities. 1914.

| | | | |
|------------------|---------|------------------|-------|
| Rochester | \$1,050 | Minneapolis ... | 1,400 |
| Indianapolis ... | 1,100 | Philadelphia ... | 1,400 |
| New Orleans.... | 1,100 | Cleveland | 1,500 |
| Salt Lake City.. | 1,130 | St. Louis..... | 1,520 |
| Baltimore | 1,200 | Chicago | 1,600 |
| Buffalo | 1,200 | Boston | 1,620 |
| Milwaukee | 1,260 | San Francisco.. | 1,680 |
| Cincinnati | 1,300 | Washington | 1,800 |
| St. Paul..... | 1,300 | Newark | 1,900 |
| Portland | 1,350 | | |

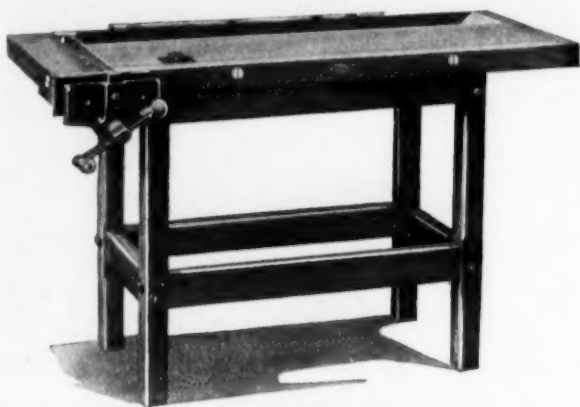
The salaries of principals in secondary schools present still further contrast:

DIAGRAM 18. Median annual salaries of principals in secondary schools in Buffalo and in sixteen other cities. 1914.

| | | | |
|-----------------|---------|------------------|-------|
| New Orleans.... | \$1,700 | Portland | 3,000 |
| Washington | 2,500 | San Francisco.. | 3,000 |
| Baltimore | 2,600 | Chicago | 3,600 |
| Milwaukee | 2,800 | Salt Lake City.. | 3,600 |
| Buffalo | 3,000 | Boston | 3,924 |
| Cincinnati | 3,000 | Newark | 4,100 |
| Cleveland | 3,000 | Philadelphia ... | 4,500 |
| Minneapolis ... | 3,000 | New York..... | 5,000 |

The report urges finally that a salary schedule provide:

1. A beginning salary high enough to secure the services of well-trained and well-educated teachers.
2. Small, automatic annual increases for five to seven years. A living wage.
3. Provision for employing experienced teachers from elsewhere, at a beginning salary commensurate with their experience and ability.
4. Further possible salary increases beyond maximum, basis for such increases to stimulate industry, encourage individual improvement and reward exceptional merit.
5. Salaries so arranged as to permit assignment of every teacher to the position he or she can best fill, without first considering salary attached to proposed position.
6. Special salaries attached to positions calling for special ability.
7. Grades might be created with automatic increases within grade until maximum is reached.
8. Promotion from one grade to another should be in general dependent upon evidence of professional growth and high classroom efficiency.
9. For such evidence, private study with local promotional examinations, or approved summer-school or other collegiate study, may be accepted for professional growth; the high classroom efficiency should be determined by as large a combination of tests of different types by different individuals as is feasible. Results of all scoring and tests should be open to the inspection of the teacher concerned.



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10. The maxima attainable for teachers who make teaching a professional career should be relatively large—from two to two and a half times the beginning salary for the same class of work; but such maxima should not be attainable under about fifteen to eighteen years of service, nor without proper evidence of professional proficiency.

TEACHERS' SALARIES.

Worcester, Mass. The board is considering a change in its rules, providing that male teachers upon appointment in the grades, shall be paid at the rate of \$650 per annum until elected. Upon election, the minimum salary of \$800 is to be paid.

Omaha, Neb. The board has adopted a revised salary schedule for all high school teachers and for supervisors in elementary schools.

For high school teachers, the salary for the first year will be \$800; second year, \$900; third year, \$1,000; fourth year, \$1,100; fifth year, \$1,200; sixth year, \$1,250; seventh year, \$1,300; eighth year, \$1,350; ninth year, \$1,400; tenth year, \$1,450; eleventh year, \$1,500.

The schedule for supervisors of elementary schools provides for a salary of \$1,500 the first year; \$1,600 the second year; \$1,700 the third year, and \$1,800, or the maximum, for the fourth year.

The new maximum of \$1,500 for high school teachers will be in force until 1919 when promotional examinations will be given, permitting those who passed to receive \$1,600, \$1,700 and \$1,800 for a period of three years. Promotional examinations or college certificates will be necessary to obtain these salaries.

New York, N. Y. The board has adopted a recommendation of the board of superintendents providing that the compensation for substitute teachers in charge of evening elementary schools be at the same rate as that for teachers in charge appointed regularly, namely, \$5 a night for schools of twelve classes or more, and \$4 a night for schools of less than twelve classes.

Oregon City, Ore. Upon the recommendation of Supt. F. J. Tooze, the board has adopted a new salary schedule affecting the teachers in

two grade schools. First year teachers will receive \$60 per month; second year \$65, and third year \$70, the maximum amount. The schedule is effective in September.

Normal, Ill. The board has reduced the number of years of work in English and history. Hereafter it will be possible for students to take work of benefit to them in the business world. Spelling has been made a required subject.

Winona, Minn. The board of education has recently granted the public school teachers their full salaries for the month of September, altho some of them taught only one week and none of them over two weeks. The schools had opened late because of the epidemic of paralysis and the board presented the teachers with checks covering the time actually taught. The instructors protested and refused the checks contending that their contracts specified the time of opening and that they were prepared to begin their duties at the usual time. The action of the board was the result of a conviction that the contracts of the teachers were binding and that the board was obliged to live up to them.

Aliquippa, Pa. The school board recently paid the teachers for the month of September. The refusal of the board to pay the salaries was followed by a strike among the instructors. The attitude of the citizens indicated that they were prepared to support the teachers in their contention.

The first annuities paid by the Minnesota State Teachers' Retirement and Insurance Fund have been issued by the secretary of the Fund. About \$16,000 has been distributed among one hundred teachers. The individual payments range from \$66.66 to \$400, except in one or two cases where \$425 will be paid.

Columbus, O. Upon the recommendation of Supt. J. H. Francis, the board has raised the maximum salary for junior high school teachers from \$1,200 to \$1,400. For other teachers in these schools, not rated as junior high instructors, the salary will be \$1,000 instead of \$950. It is recommended that the name "intermediate school" be used in place of junior high school because the school is elementary in character.

Philadelphia, Pa. The board has ordered that

all teachers in the city schools receive full salaries, regardless of the delayed opening of the term. Exceptions to the rule are those teachers who applied for extended vacations previous to the summer vacation and those elected last July who are to assume their duties at a later date. The amount involved for the entire teaching corps will be about \$400,000.

Johnstown, Pa. The board has raised the maximum salary of grade teachers from \$80 to \$90 per month and teachers of backward and defective pupils to \$100. The maximum salary of high school teachers has been raised to \$1,300 per year and that of heads of departments to \$1,500 per year.

A recent report of Thomas Fletcher, assistant visitor of schools of the University of Texas, Austin, shows that there has been a steady progress in the scholarship of teachers in the Lone Star State. There are 1,720 teachers on the faculties of the 239 high schools rated as class one, of whom 1,054 hold standard college degrees or equivalents. There are 426 teachers with one-third of a year of college training and 420 with no college training.

Mr. Fletcher holds that with 61 per cent of the high school teachers holding standard degrees, Texas has no cause for apology. He points out, however, that the weakest place in the high school system is the constant change of teachers. Out of 1,720 teachers, 614 were serving their first year in their present position. No industrial or commercial enterprise, he says, would be expected to succeed if it were forced to change 35 per cent of its force every year.

Fort Worth, Tex. The board has rescinded a rule requiring that teachers in the public schools live inside the city limits.

According to a ruling of the Massachusetts State Board of Education, assistant teachers of one year's standing are rated as regular teachers and as such are subject to the terms of the teachers' retirement act. In effect, the rule places the unassigned teachers of Fall River for the year 1915 on the payroll of the board and subjects them to the five per cent payments to the teachers' retirement fund at the end of every fourth year.



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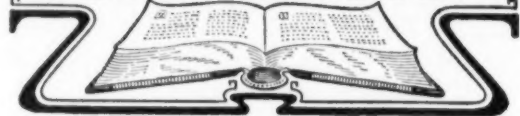
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SCHOOL LAW



School Lands and Funds.

Neither the school superintendent nor the board of education in a city of the second class has authority to separate pupils of the negro race from those of the white race on account of race and color.—*Woolridge v. Board of Education of City of Galena*, 157 P. 1184, Kans.

In the Wyoming laws of 1913, c. 52, as amended by the laws of 1915, c. 159, providing for apportionment of school funds, the term "grade school" means a school in which the pupils are classified according to progress and taught by different teachers, so that a rural school under one teacher is not included within the exception.—*Board of Com'rs. of Laramie County v. State*, 158 P. 801, Wyo.

Schools and School Districts.

The power of the legislature in enacting laws for the formation or dissolution of school districts is plenary, provided contractual obligations are not impaired.—*Special School Dist. No. 33, Green County v. Howard*, 187 S. W. 444, Ark.

The South Dakota laws of 1915, c. 8, validating the formation of a school district is valid, since formation of school districts is a matter entirely within the legislature's jurisdiction and discretion.—*Viland v. Board of Education of Independent School Dist. of Vebien*, 158 N. W. 906, S. D.

School District Government.

It is constitutional principle that powers given to public officers, such as board of education and board of school superintendents, or others, for public purposes or public benefit, are always to be exercised when occasion arises.—*Stetson v. Board of Education of City of New York*, 112 N. E. 1045; 218 N. Y. 301.

School District Property.

The Indiana act of 1911, as amended in 1913 (Burns's annotated statutes of 1914, ¶ 661a), applies only to sites acquired after its enactment, and does not prohibit the erection of school buildings "within five hundred feet of steam railroads or horse breeding farms" on locations acquired prior thereto.—*Temple v. State*, 113 N. E. 233, Ind.

School District Taxation.

Under the Kansas general statutes of 1909, ¶ 7558, *Held*, that the mayor could not refuse to issue a proclamation to call an election where the board of education, pursuant to section 7557, had determined and certified the necessity of a school bond election.—*State v. Bentley*, 157 P. 1197, Kans.

Under four complete statutes of 1910, p. 4746, ¶ 76, the custodian of school funds having on hand balances derived from the sale of school bonds issued for the purchase of land and the erection of school buildings cannot lawfully transfer such balances to the building and repair account and thus subject such balances to use for repair of school buildings, etc.—*Heston v. State Board of Education*, 98 A. 305, N. J. Sup.

LEGAL NOTES.

State Supt. M. L. Brittain of Georgia has ruled that county superintendents may not be held liable for funds deposited in a bank to the credit of the county board of education in the event the bank fails. J. R. Auld, superintendent of education in Wheeler County, had deposited \$258.68 in an Alamo bank which later went into the hands of a receiver. At a meeting of the county board, Mr. Auld was held liable for the loss. The decision of Supt. Brittain, which reverses the holding of the county board, holds that the law never contemplated that the county superintendent should carry school money upon his person, and that he is in no way responsible for the failure of the bank.

The Assistant Attorney General of Kentucky has ruled that county boards of education, when they establish divisional high schools, may de-

fine the boundaries of the high school district and may require pupils within those boundaries to attend that particular high school. The case arose in Franklin County, where four third-class high schools are maintained.

Attorney General Webb of California has ruled that the state constitution prohibits instruction upon sectarian or denominational doctrines, either directly or indirectly, in any of the common schools of the state. The ruling is in reply to an inquiry of the State Board of Education as to whether graduation from a California High School for literary and historical study of the Bible taken in Sunday Schools and under other outside agencies, entitles the student to credit.

Money held up thru litigation in connection with the last appraisal of school board property is to be paid to the Chicago schools, according to a recent decision of the Circuit Court of Cook County, Illinois. About \$350,000 has been held up and the annual amount is about \$250,000.

The Supreme Court of Illinois has declared the high school tuition law of 1915 unconstitutional and void. The decision was given in the case of Vermillion County against the board of education of School District No. 19. The court holds that the fixing of a specified amount for tuition, and the use of a part of the distributive fund for tuition purposes are in violation of the constitution.

The Circuit Court of Multnomah County, Ore., in a recent decision, has ordered the school board of Portland to reinstate Mrs. Alevia Alexander as Principal of the Girls' Department of the Benson Polytechnic School.

The question of the right of a school board to transfer a teacher came up when Mrs. Alexander was transferred from her position as principal to assistant in the Washington High School. According to some members of the board, in case it is proved that a teacher cannot be transferred without her permission, it would be a great detriment to the efficiency of the teaching staff. The state law which it is contended, admits of such a contention, is not so construed by the board members. Its result is to tie the hands and feet of the board with red tape and to prevent the best possible results in school work.



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The Editor's Mail

OUR NATIONAL ANTHEM.

Recently, the New York Times has been running an epistolary discussion regarding the ending of the third line of the first stanza of our National Anthem, "The Star-Spangled Banner"; the proponent for the ending, "clouds of the fight," holding up the hands of the Board of Superintendents of the Department of Education, which has ordered the use of this version in the six hundred schools under its care, whilst the protestant against this ending claims that "perilous fight" is the proper and should be the only one used.

The final word that settles the controversy has been uttered by John W. Davis, Director of the Bureau of Attendance, New York City. We reprint his letter to the "Times" in full, because of its value, as follows:

"To the Editor of the New York Times:

There recently appeared in your columns a letter from the great-granddaughter of Francis Scott Key, in which she found fault with the substitution of 'clouds of the fight' for 'perilous fight' at the ending of the third line of the first stanza, on the ground that 'perilous fight' was what her great-grandfather had written. In the interests of accuracy, may I be permitted to call the attention of your readers to an excerpt from the monograph on 'The Star-Spangled Banner,' prepared by Oscar George Theodore Sonneck and issued by the Government Printing Office in Washington in 1914? The book shows careful research, and, as it is issued by the government, may be called authoritative. On page 92 appears the following:

"To sum up, it appears that, not counting the original draft (i. e., the real original manuscript), at least five copies of "The Star-Spangled Banner" in Francis Scott Key's handwriting exist—or at least existed:

1. The Judge Nicholson — Mrs. Shippen — Walters copy, 1814. (Walters.)
2. The Louis J. Cist copy, 1840. (Cist, present whereabouts unknown.)

3. The supposed Howard copy, ca. 1840. (Howard.)

4. The General Keim-Pennsylvania Historical Society copy. (Penn. Hist. Soc.)

5. The Mahar copy, 1842. (Mahar.)

There may be other copies, but these five are sufficient for the purpose of showing the changes that Francis Scott Key himself made in his poem.

On page 94 is given "The Star-Spangled Banner," with the numerous variants appearing in different publications italicized. It is sufficient for our purpose here to call attention to the fact that "perilous fight," which Mr. Key wrote in the original copy—the so-called Walters copy—in 1814, was changed by him in the Cist copy, the Howard copy, the Pennsylvania Historical Society copy, and the Mahar copy, to read, "clouds of the fight." Furthermore, a photographic reproduction is shown in the back of Mr. Sonneck's book of each of the four holographic copies.

As Mr. Key himself changed 'perilous fight' to 'clouds of the fight,' it would seem only right that we should use it in our National Anthem.

JOHN W. DAVIS,

New York Department of Education."

Boise High School Secures School Farm.

During the past seven years there has been a slow but healthy growth in the agricultural work of the Boise, Idaho, High School. Beginning as a textbook laboratory subject, the work has gradually grown to its present comprehensive proportions. During the second and third years, a quarter of a city block was used for experimental plots and during the fourth and fifth years, larger tracts and an orchard were rented.

In November, 1914, an old farm situated several miles from town was leased for the school's use. The work of the classes during the past two years has been mainly the repairing of dilapidated buildings, the rebuilding of fences, draining and fertilizing, silo building, orchard care, dairying and poultry raising.

Altho the farm served the immediate purposes of the agricultural class, it was at too great a distance from the school and the terms upon which it was leased were unsatisfactory. The practical character of the instruction was evident to the board, and later a forty-acre tract of

land adjoining the city limits and situated within the territory of the school district was purchased for the agricultural department. The land has sufficient pasture for cattle and horses, a good soil for crop raising and cost \$300 per acre.

The school offers one semester's work in farm crops, live stock history, stock judging, horticulture, farm machinery, dairying, soils, dairy management, agriculture, farm management, general agriculture, poultry culture and home projects. The farm will be run as a model school farm and plans have already been completed, and construction begun on a large dairy barn. In addition, a farm house, a dairy house, laboratory and lecture room, machine sheds, piggery and other outbuildings will be erected. The plans are in the hands of the class in architectural drawing and the erection of the buildings will be done by the construction class in manual training.

Ground for crop raising was prepared this fall and a rotation of crops will be started in the spring.

A federation of the counties and municipalities of Alameda County, California, is planned thru which the schools of the county, the municipalities and the school districts will be in charge of a single board and superintendent. The change replaces a total of 64 boards and a number of superintendents under which the school systems of the county and cities were formerly conducted.

According to the plan, the board of education is to consist of eleven members, each of whom will be appointed for ability and fitness for the work. Each member is to serve for six years and will receive \$20 per month for his work.

The board is to appoint and fix the salaries for the county superintendent of schools and such assistants or deputies as he may require.

Provision has been made for scientific estimates for the school budget and the borough boards are given power to make appropriations in addition to the moneys derived from the state and county funds and appropriations. Such moneys are to be expended according to the terms of the appropriations and each school district is required to bear only its own local expense.



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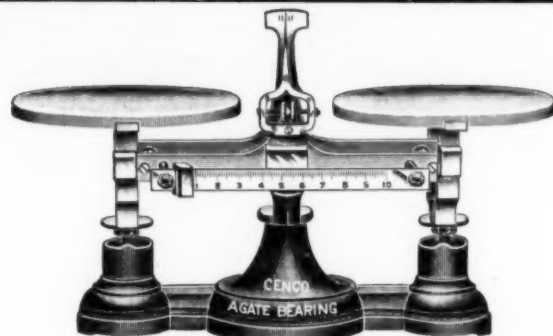
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MEDICAL INSPECTION.

Chicago, Ill. An advisory committee of physicians and surgeons has been appointed by the city health commissioner to arrange for free treatment of children afflicted with eye, ear, nose and throat diseases whose parents are too poor to afford operations or treatment. The plan has the approval of the school authorities.

Washington, D. C. Dr. J. A. Murphy has been appointed as chief medical inspector and sanitary inspector of the public schools.

Cincinnati, O. In a recent report to the board, Assistant Health Officer William H. Peters recommends that children who are not getting along well in school be referred to the school physician before they fail. It is the aim of the medical inspection department to awaken the responsibility of the parents, to bring about better living conditions and to correct defects before they become serious.

Los Angeles, Cal. An educational campaign in which science and sociology will combine to raise the health standards of school children has been begun. A reorganization of the health and physical training departments of the schools has been made, with the further assistance of the city health department and the associated charities in the work of improving sanitary conditions and the prevention of sickness.

It is proposed that the school doctors shall give their entire time to the schools, having no

private practice; that instead of physical examinations at each term, there shall be only examinations of suspected cases of illness or defect. The teachers are to refer to the parents such children as appear to be abnormal, after which they may be examined by the doctors if they so desire. Normal children, and those whose parents object, are not to be examined.

Under the new plan, there will be fewer doctors, more nurses and a division of the districts to correspond with the health department plan. Each district will have one school nurse, one health department nurse and one tuberculosis nurse. The work of the school and health departments will not be duplicated but the sociological side will be strengthened.

The ultimate results of the plan are open air rooms for children with tuberculosis tendencies, penny kitchens, and dispensaries for mothers.

Providence, R. I. More than nine thousand children in the public schools have been found during the past year suffering from disease or serious physical defects. The greatest number of defects were in the first grade, among those in attendance for the first time, a total of 3,894. One thousand and eighteen, or 25 per cent of those examined, showed one or more defects of sufficient importance to require notification of the parents or guardians. Adenoids and enlarged tonsils were the most numerous defects, with malnutrition, defective vision, skin dis-

eases and respiratory diseases claiming a large number.

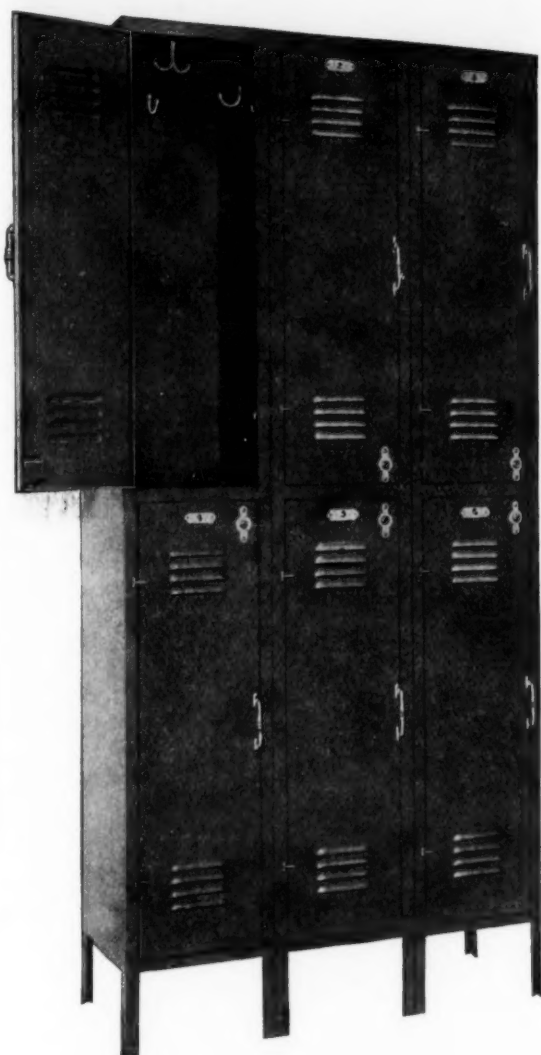
A recent investigation made by the United States Public Health Service in connection with studies of rural school children shows that 49.3 per cent have defective teeth, 21.1 per cent are lacking two or more teeth, and 16.9 per cent are in need of dental attention. More than fourteen per cent have never used a toothbrush and 27.4 per cent use one daily.

Boston, Mass. A course for dental nurses has been established at the Forsyth Dental Infirmary for Children. To be eligible, students must be 18 years old and must have had a high school education. The work will include actual experience, lectures and demonstrations.

Quincy, Mass. A dental clinic has been put into operation, with an approximate attendance of ten children each day. The clinic also takes care of emergency cases that are referred to it by the teachers.

Columbus, O. The board has recently taken over the control and management of the fresh air school formerly conducted by the Society for the Prevention and Cure of Tuberculosis. The transfer includes the present corps of instructors and makes necessary an added expenditure of \$3,000 annually.

Buffalo, N. Y. Upon the suggestion of Dr. Geo. E. Smith, Supervisor of Special Classes, the



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board has ordered that an open air school be established at the East Utica School.

Lexington, Ky. Open air schools, swimming pools and gymnasiums are to be included in all schools as rapidly as the board is able to provide them. At present only one school is equipped with all these accessories.

PENNSYLVANIA SCHOOL SECRETARIES TO MEET.

The fourth annual convention of the Association of School Board Secretaries of Pennsylvania will meet in Harrisburg on February 6 and 7, 1917. Mr. Charles H. Meyer, president of the association, is preparing a program for three sessions to be held on the evening of February 6 and the morning and afternoon of February 7. The program will include discussions of general topics of interest to school board secretaries and reports will be heard from committees on legislation and uniform accounting. The association is inviting all school boards in the state to send the secretaries. Secretaries from other states will also be welcome.

MINNESOTA SCHOOL BOARDS MEET.

The School Board Department of the Minnesota Educational Association held a successful session during the recent annual convention, Nov. 2 and 3.

Pres. J. M. Malmin, who prepared the program, presided, and Mrs. H. Witherstine of Rochester acted as secretary.

The chief discussion of the first session of the department centered around state aid which, according to the expressions of a number of school board members, has been administered unsatisfactorily by the state. It was brought out that many school boards had undertaken improvements and extensions in their schools in the hope of receiving a stated sum as aid, and had been disappointed because of the failure of the state to appropriate more than 40 per cent of the promised aid. As a result of the discussion, it was determined to call upon the legislature to make up the deficit in the aid granted during the past two years.

Supt. A. C. Tibbets of Pipestone spoke to the meeting on the relations of the school board to the superintendent and the teachers, and pointed

out the necessity of limiting school board activities to general directions. Prof. Charles Zueblin spoke on the new nationalism, and Wm. C. Bruce discussed the business aspects of school administration.

At the second session, papers were read by Mr. R. E. Denfield of Duluth, Mr. H. C. Hess of New Ulm, and Mr. J. B. Arp of Jackson. Supt. Peter Olesen of Cloquet read a paper on the health supervision of the schools.

The department adopted a resolution unanimously that a committee go before the general association and insist that the school board section be recognized in the general legislative committee. A special legislative committee, consisting of Mr. Mudge, Mrs. Witherstine and Messrs. Mason, Sanders and Holm was appointed to secure the introduction of a bill in the legislature appropriating funds sufficient for covering the deficits in the state aid for the past two years. The committee was given the additional duty of sending out special notices to school boards urging that they be represented at the annual meetings of the department.

The following officers were elected: President, W. J. Mudge, Mesaba; Vice-President, Dr. A. G. Chadbourne, Heron Lake; Secretary and Treasurer, Mrs. H. Witherstine, Rochester.

PERSONAL NEWS.

Prof. Levi L. Conant of the Worcester Polytechnic Institute, Worcester, Mass., who died early in October, was a member of the school board nine years. He was chairman of the board during the last year of his term of service.

Mr. Wm. L. Bodine, superintendent of compulsory education at Chicago, Ill., recently received a silver gavel from the National League of Compulsory Education which met at Newark, N. J. The honor was conferred after he had served his fifth term as president. At the same meeting Mr. Bodine was made honorary president for life.

A. N. Farmer, formerly superintendent of schools at St. Cloud, Minn., and more recently in charge of the educational work of the National Cash Register Co., at Dayton, O., has been elected superintendent at Evanston, Ill.

Charles E. Fish, formerly superintendent of schools at Amesbury, Mass., died suddenly of

hemorrhage of the brain. He was a graduate of Harvard University and at one time served as principal of Phillips Exeter Academy.

John B. Laidlaw has been elected superintendent of schools at Niagara Falls, N. Y., to succeed Herbert F. Taylor.

Randall Spaulding, for many years superintendent of schools at Montclair, N. J., died on October 24 at his home. Mr. Spaulding was a graduate of Yale University. He was the organizer and the first principal of the Montclair High School. Later he was called as superintendent of the school system, which he held until his resignation in 1912.

Mr. Atanasio Montoya, superintendent of schools of Bernalillo County, New Mexico, has been renominated on the Republican ticket for the office of superintendent. Mr. Montoya has no opposition on the Democratic ticket, which has adopted a resolution favoring the prohibition of political methods and practices in the schools.

Mr. E. B. Weathers of Elkton, Ky., has been elected superintendent of schools at Franklin to succeed J. V. Chapman.

The New York City Board of Education has granted a further leave of absence of six months to Supt. Wm. H. Maxwell, with full pay. Dr. Maxwell has not been in active service since last spring, when he suffered an attack of illness.

Mr. E. W. Lawrence, superintendent of schools at New Castle, Ind., spent the past vacation in Columbia University and expects to return in July, 1917.

The nominating committee of the New York board of education has recommended the nomination of Dr. John L. Tildsley, principal of the High School of Commerce, to succeed the late John H. Haaren as associate city superintendent.

Dr. Tildsley is a graduate of Princeton. He has studied in Germany, and holds a doctor's degree from Columbia University. After teaching for a short time in the Boys' High School, he was appointed a teacher in the Morris High School in 1898, and in 1902 was transferred to the High School of Commerce as head of the department of economics. In 1908 he became principal of the DeWitt Clinton High School and upon the death of Dr. Sheppard he was transferred as principal to the High School of Commerce.

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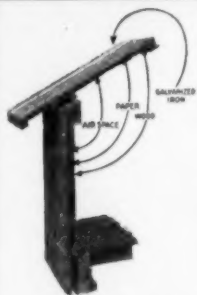
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REMINGTON WRITER WINS.

The International Amateur Typewriting Contest for 1916 has been won by Miss Hortense S. Stollnitz of New York City. Miss Stollnitz won the Novice Championship in 1915 and the National Amateur Championship in September, 1916. In the latter contest she wrote 129 words net per minute for a half hour. In the International Championship on October 16, 1916, she wrote 137 words net per minute, a performance which has not been surpassed even in the professional class. In making this record, Miss Stollnitz wrote 4,428 words, or an average of nearly 148 words per minute. As in the first and second contests in which she participated, Miss Stollnitz used the Remington typewriter.

NEW ERASER CLEANER MODEL.

How to clean erasers without filling the nostrils and throat of the teacher with powdery chalk and covering desks with a gritty white film has been a problem that has vexed school authorities since the first blackboard was built. The earliest satisfactory solution of the problem has come within the past two years and more than one teacher and more than one janitor have silently blessed the inventor of the dustless eraser cleaner.

One of the first completely successful eraser cleaning devices is the Simplex, made by Mr. James Lynn of 14 East Jackson Blvd., Chicago. The Simplex is a neat metal box which conceals a "boy proof" mechanism operated by a small crank. An opening on one side of the box admits the eraser and two or three turns of the crank deliver it on the opposite side—clean and dustless.

The new model Simplex which has been on the market only a few months combines the principle of a beater which thoroughly loosens the dust with a powerful vacuum cleaner. The latter discharges into a muslin container from which the dust drops to the bottom of a box while the air is



Simplex Eraser Cleaner

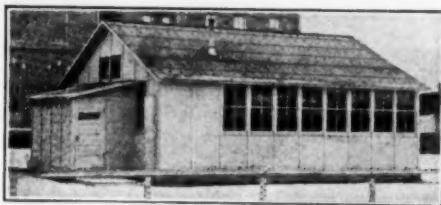
filtered out thru several ports. Fifty erasers can be cleaned in ten minutes without exertion or dirt.

Mr. Lynn has prepared a circular describing the new Simplex and will send a copy to any reader of the SCHOOL BOARD JOURNAL.

A NEW SHELDON CATALOG.

Catalog No. 15, a splendid catalog showing tables and cases for cooking, sewing, physics, biology and chemistry laboratories, has just been issued by E. H. Sheldon & Company.

The first few pages of the catalog contain an interesting variety of domestic science tables. An important feature in this section is domestic science table No. 4. The construction of this model includes all of the essentials for scientific domestic instruction, arranged in the most complete, convenient and substantial combination. This particular model has become very popular for the reason that unnecessary legs in connection with cabinets, stoves, seats, etc., have been eliminated, thus simplifying the cleaning of the



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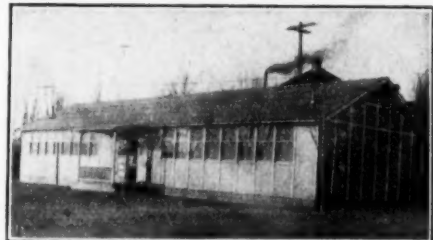
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desk. There are also illustrations of supply cabinets and wall cases in this section.

Among the pages containing equipment for the sewing room tables of all kinds, dress cases and lockers are shown.

The remaining pages of catalog No. 15 contains a display of physical and chemical laboratory tables, including an instructor's desk, biology tables and locker and display cases, and drawing tables in many different styles.

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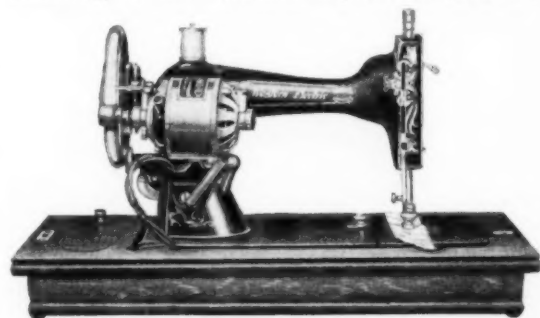
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tire attention to the actual sewing without the necessity of giving continuous attention to the speed of the machine. The second advantage is that the machine may be placed upon any desk or table top and may be removed to a cupboard or closet when it is not in use. The machine is compact and simple and operates either in direct or alternating current. The sewing mechanism proper is of the rotary type and possesses the easy running and perfect stitching quality of the best rotary machines. In addition, it has many desirable and exclusive features, including an automatic tension that is self-regulating and will adapt itself automatically to all classes of goods. The machine is self-contained, as may be seen from the accompanying illustration. A rheostat and foot control are provided and a quarter sawed oak cover is supplied to enclose not only the machine and motor, but also the rheostat and foot control.

SCHOOL ADMINISTRATION NOTES.

Eugene, Ore. During the past summer, 25 members, which is about one-third of the teaching staff of the Eugene grade schools and the high school, attended nine different summer school sessions on the coast from Seattle and Bellingham, Wash., to Berkeley, Cal., and including Chicago. Supt. W. R. Rutherford believes that Eugene can boast of a larger number of teachers who attended summer schools and other educational institutions last summer, to better prepare themselves for the teaching profession, than any other city in the state or, perhaps, on the coast.

Clearwater, Fla. The board of trustees at its October meeting adopted a complete financial budget covering all the school expenses of the city for the year. This budget was made out and recommended by a committee of the board and the superintendent. The board authorized the superintendent to buy within the limits of the budget without consulting the board, requiring, however, a complete report to the board each month of the purchases under each item of the budget. This action of the school board is one of the most progressive things which has been done in the business conduct of schools in

that part of the country. It will surely result in greater business and educational efficiency for the amount of money expended.

A dental clinic has been started in the schools of Greenfield, Mass. The Woman's Club, Mothers' Club and Catholic Woman's Club, assisted by the local dentists, have undertaken the clinic and raised funds for its support.

A small room in one of the central school buildings has been equipped with the necessary dental equipment. Each Thursday afternoon a local dentist conducts the clinic. The various dentists take turns. At present, the teeth of all the children in the second grade are being examined. A record is kept of the condition of the teeth, which will serve as a basis for notification to the parent. The parent may then employ his own dentist or take advantage of the local clinic at reduced rates. A social worker from the Woman's Club will do "follow up" work and try to have attention given to all defective teeth.

Boston, Mass. The board has adopted a rule providing that admission to school center clubs shall be restricted to persons who are over 14 years of age and who are not attending a regular day school. An exception is made where pupils of regular day schools obtain permission of the Director of the Extended Use of Public Schools.

Harrisburg, Pa. On November 7th, a large majority of voters authorized the school board to borrow \$1,250,000 for new high schools. The plan involves a new senior high school for girls, the enlargement of the Boys' Technical for a senior high school for boys, the erection of a new junior high school, and the remodeling of two other schools for junior high school purposes.

Greenfield, Mass. A fund of \$64,000, known as the Anson K. Warner fund, has recently become available. In his will, Mr. Warner set aside \$64,000 to be known as the Anson K. Warner fund, the interest of which is to be used in "aiding directly and indirectly in the education of American boys and girls residing in Greenfield, between the ages of 14 and 21 years." The trustees of the fund are to be elected at the annual town meeting. The entire income is being used this year.

An educational survey of the various governmental departments at Washington, D. C., which are in position to relate their work to the schools, has just been completed by the instructors of the J. O. Wilson Normal School under the direction of Supt. Ernest Thurston. The survey has been made with a view of having an available record of information for teachers and pupils and the results show that there is an unlimited store of information which will help the pupil who is about to choose his life work.

Des Moines, Ia. The board has discontinued the custom of providing automobiles for employees of the schools. A policy has been adopted thru which each department head owns his own automobile and the board pays the transportation expense not to exceed \$20. An exception is permitted in the case of Supt. Z. C. Thornburg, who is allowed \$30 for upkeep. Those affected by the change include the superintendent, the secretary, assistant superintendent, manual training supervisor, director of physical education, truant officer and building superintendent.

Dedicate Unique High School.

The school board at Highland Park, Mich., recently observed the completion of the new Highland Park High School Building by dedication ceremonies at which prominent citizens and educators took part. In connection with the dedication the school board issued a splendid souvenir booklet containing illustrations of the chief departments of the building and outlining in very brief text the educational, social and civic advantages which the new building will offer.

The structure is altogether unique in that it is arranged not only to house a Junior and Senior High School, but also to permit the use of the various departments simultaneously for social center and evening school uses. The building is a complete departure from the ordinary type of high school in that the auditorium and the gymnasium occupy separate wings at the extreme ends of the main structure and are to all intents and purposes independent buildings.

The building cost \$465,000 with furnishings and equipment and has been declared by competent authorities to be the completest high school of this type in the state of Michigan.

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SOME ASPECTS OF THE BUSINESS ADMINISTRATION OF SCHOOL SYSTEMS.

(Concluded from Page 27)

Time will hardly permit a discussion of many other phases of the building problem but a word should be said concerning janitors. A schoolhouse is no better than its janitor. The janitor as a factor in successful school work has been largely overlooked and the time is not long passed since it was generally accepted that an individual of political influence should be given preference even tho his age, his ability to handle heating systems and to keep a schoolhouse sweet and clean were very negligible. The newer thought is that the janitor must be a man to whom can be entrusted the upkeep of an expensive building, with a costly mechanical plant. The new janitor understands that he is in his own way, as much an instrument in the education of children as the teacher, if he will keep the building comfortable, sanitary and safe.

Of the problems of school business management which annually vex school boards, that of buying equipment and supplies can best be solved thru a plan of centralizing all purchases and anticipating all ordinary needs for the full period of the school year. There can be no efficiency in school business from an educational standpoint if loose methods of buying supplies are permitted, if teachers, janitors and individual board members arrogate to themselves the privilege of buying articles which they individually prefer or which their friends sell. The annual appropriation for supplies should be fixed absolutely, and overdrafts, inequalities in the kind and amount of materials, favoritism in distribution, should be carefully avoided. Just here it should be said that penuriousness is as dangerous as extravagance, for the school which is without adequate supplies is in far worse condition than the school which has an overabundance of supplies. In well conducted schools,

all requisitions for educational supplies and books come from the persons who are to use them and are honored or vetoed by a single individual in whom authority and responsibility centers. As a general rule, requests deserve to have the sanction of the superintendent and purchases are to be made on a competitive basis. Every article for school use, even tho it be of the most technical educational character can, and should, stand the commercial test of price and quality thru competitive buying. Except in the smaller communities, the school board and its committees need hardly take an interest beyond approving purchases and legislating for them. The actual routine may well be left in the hands of a responsible official. However, the ultimate problem whether the board can afford to buy or must refuse to buy, cannot be delegated but must of necessity remain in the hands of the school board.

A final responsibility of school boards in business administration is the recording and reporting of school facts. Just as a scientific accounting system is the basis, so an adequate system of reporting is the capsheaf of all school business matters. The average school report is at present deficient in a uniformly high standard of completeness and accuracy. A proper annual school report of necessity includes tables which not only show the total expenditures for the larger activities of the schools but also show by percentages and unit, and by per capita figures, what each activity of the schools cost in each building, so that the responsibility for excessive unit costs can be definitely placed and remedies for their correction adopted. An adequate school report should not contain superfluous matter which can be just as easily recorded in typewritten form and distributed to the members of the board. It should not glorify individual officials, but should enable the public to judge of the stewardship of its ser-

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vants. It should present facts which justify present methods; it should be a means of outlining future policies, of improving present conditions and of overcoming abuses.

School boards have a heavy responsibility and a great opportunity. The growing complication of their work should not deter them but should rather enthuse them and inspire them to a stronger sense of duty and to increased activity. Just as the schools are growing and expanding and are becoming more efficient as an instrument of civilization, so school boards are contributing in a greater proportion to this progress, to the stability of the nation, and to that ultimate aim of education which is the spiritual growth of the individual and the race.

Oklahoma City, Okla. According to the estimates of the board, the school expenses for the coming year will amount to \$417,425. The latter is based on the amounts as indicated in the annual budget prepared and issued by the board. The budget is divided into five sections, business administration, educational administration, operation of school, maintenance of schools, and additions and improvements. An estimate on the interest and sinking funds amounts to \$280,845.62.

Evanston, Ill. A census of the school population shows a total of 30,000 children of school age.

Chicago, Ill. The finance committee of the board has recommended that enlisted employes who are on duty on the Texas border be paid their salaries while absent.

Haverhill, Mass. The board has raised the minimum of credits for graduation from 68 to 72 in the four general courses. A minimum of 76 credits in the normal preparatory, the college, preparatory and commercial courses, and 78 in the scientific preparatory course are provided.

Springfield, Ill. Upon the suggestion of the principal, the board has adopted the Gregg system of shorthand for the high school commercial department.



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Book Reviews

Brief History of the United States.

By Matthew P. Andrews. 368 pages. J. B. Lippincott Co., Philadelphia, Pa.

Difficulties in writing a school history of the United States increase with every decade. The essentials have the right of way. But it is a question how much space shall be allowed manners and customs, literature, anecdotes, that give reality to persons and events. Nowhere is the golden mean of enough and not too much more needed than in making this selection.

Essential facts have been arranged in a well-proportioned, logical order. A mere phrase often gives the pith of a happy allusion. Footnotes and statements under many of the illustrations give interesting details. At the end of each chapter, which the author truthfully calls "points of interest and suggestions for reading," distinction has thus been drawn between what must be studied and what may be studied. Attention has been given to expression and style.

Supervised Study.

By Alfred Lawrence Hall-Quest. 433 pages. Price, \$1.25. The Macmillan Co., New York.

The term "supervised study" is so new it is not yet sharply defined. Five years ago it was not current in educational literature; its central thought rests partly upon the now well established doctrine of individual differences. In a general way, it also expresses a reaction against mass teaching.

These individual differences may be roughly grouped: (1) Differences in ability; (2) differences in ways of gaining thought. Some gain thought mainly thru the eye, others thru the ear, others again on "subtle impressions that are reproduced thru muscle feeling. These are the

motor-minded." (3) Then, since the poor are always with us, there are the slow, the retarded. Since health, housing and mental conditions are of first importance to every individual, teachers need to understand these subjects for their own sake and for the good of their pupils. So supervised study may include supervision of pupils' surroundings as well as their habits of study.

The methods of trying to supervise study are various. The conference method has its friends; a study coach may devote all his time to individual pupils; groups of pupils in difficulty may go for help to an unassigned teacher; in a divided period the first half is for recitation and the second for supervised study. All are on trial. There are more reports from schools using the divided period than from any other method, perhaps because it can be more easily adjusted to existing conditions. These are summaries of the way in which pupils study when left to themselves, with tabulated suggestions how they may improve these study habits.

In Part II are admirable schemes for teaching English, history, mathematics, civics, the sciences, the languages, literature. It does not matter whether these are used as the basis of an ordinary recitation or of periods of supervised study, they contain unusually good points. In Part III some nine or ten schools report upon the measured results of supervised study. There is also an expression of opinion from a summer school (1912) of high-school principals at the University of Columbia. In varying degrees of positiveness, these reports are favorable.

Should this departure of supervised study become general, less home study, a longer school day, the employment of a larger number of teachers, will follow. Some school authorities think it better to spend public money to prevent failures than upon failures repeating their work.

Cinderella.

The Fairy Gold Series—No. 1, 32 pages each. E. P. Dutton & Co., New York.


What could be better for the first number of "Fairy Gold Series" than Cinderella, dear to the hearts of children for generations? A dainty cover, clear type, picturesque illustrations in gay colors, make this a most attractive edition.

Forms and Functions of American Government.


By Thomas Harrison Reed. Cloth, 549 pages. Price, \$1.62. World Book Co., Yonkers, N. Y.

To the teacher who has been accustomed to study, and teach from, the conventional textbook on civics this volume is refreshing. There is, on the one hand, a total absence of dry statements of fact and on the other, a noticeable avoidance of evanescent present day theory (or shall we say propaganda) that destroys the balance of so many recent books. The author approaches his subject historically by discussing the historic background of our system of government and outlining the origin and early functions of the state governments and the rise and functions of political parties and elections. He then departs from all known precedent in civics teaching by taking up in detail state government, its evolution, organization and functions. This plan has historic justification in the fact that the state governments preceded the federal government. Four chapters on local government follow. Just here the author has shown fine discrimination in not over-emphasizing the problems of the very large city but adding much on town and township government and its development. The form of the national government is next taken up and its departments are fully described. The final section, which covers more than one-third of the volume, is devoted to the functions of government-topics which have been broken up in most texts under the discussion of the several branches of government. The problems of politics and administration are here presented logically and completely and in very well tempered form. The student who masters the very thoro chapters on foreign relations and national defense, money and banking, regulation of corporations and public utilities, finance and taxation will have a comprehensive idea of the actual object matter of present-day government and politics.

The book, while intended for high school seniors, is written in a flowing, informal style that makes it a pleasure to read. A few of the references at the end of chapters, while popular, do not appeal to the reviewer as trustworthy or even necessary.



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The Teaching of Shorthand.

By John Robert Gregg. 115 pages. The Gregg Publishing Co., New York, Chicago, San Francisco.

This little book on the teaching of shorthand consists of five addresses read before the students in the Summer Normal School for Shorthand Teachers at the Gregg School, Chicago, and before several Shorthand Teachers' Associations.

The Teaching of Shorthand, The Art of Teaching Shorthand, Tricks of the Trade in Teaching Shorthand, The Efficiency of Stenographers, and The Application of Modern Efficiency Principles to the Teaching of Shorthand are some of the topics discussed in the book.

The suggestions to young shorthand teachers will be found very helpful.

The book should prove of great value and interest to every teacher of shorthand and to every shorthand student who expects to teach.

Letters of Polly the Pioneer.

By Stella Humphrey Nida. 182 pages. Price, \$0.50. The Macmillan Co., New York, Chicago.

This little volume is distinctive for the accurate, interesting picture it draws of American pioneer life and for the delightfully informal style of narrative which the author has adopted. We should like to see all children's books so thoroughly natural in form and dramatic in spirit, so keenly expressive of child interests and child troubles.

South America: Study Suggestions.

By Harrison Erwin Bard. Cloth, 68 pages. Price, 60 cents. D. C. Heath & Co., New York, Chicago.

This book is a syllabus for the study of South America from social, economic, political and cultural standpoints. It is exceedingly complete and appears to have been compiled without bias or prejudice.

Pitman's English and Shorthand Dictionary.

Part One. Each part 32 pages. Isaac Pitman & Sons, New York.

The first section of a complete lexicon to be issued by the Pitmans. It has one valuable feature that stands out above all others: The definitions are scholarly, concise and as complete

as any stenographer could want in a handy desk dictionary.

Five Hundred Questions in Economics.

By Winthrop Tirrell and associates. Paper, 58 pages. D. C. Heath & Company, Boston.

Four hundred of these questions, which have been prepared by a committee of the New England History Teachers' Association, cover rather completely the economics taught in high schools under the heads of consumption, production, exchange and distribution. The miscellaneous questions in the final section are of current and local interest and are of particular value.

First Lessons in American History.

By S. E. Forman. Cloth, 343 pages. Price, 65 cents. The Century Company, New York.

This book tells the story of the United States in terms of the men and women who have "made" its history and who have been the leaders in the life and progress of our country. But it is in every sense a complete history. The biographical treatment is but the setting—and a splendid setting—for a very complete beginners' history. The treatment gives the subject a double interest. The book should become immensely popular.

Farm Spies.

By A. F. Conradi and W. A. Thomas. 165 pages. Price, \$0.50. The Macmillan Co., New York, Chicago.

Two professors of entomology in southern colleges tell how the ravages of the boll-weevil, the black corn-weevil, and other enemies of cotton and corn may be checkmated if not prevented. The facts in regard to insects are said to be correct, while nearly every incident mentioned has at some time or other come within the experience of the authors. In these attractive stories, boys of an inquiring turn of mind ferret out the breeding-places and habits of these farm spies.

Food and Health.

By Helen Kinne and Anna M. Cooley. 312 pages. Price, \$1.10. The Macmillan Co., New York.

The boys and girls going to the Pleasant Valley School took their luncheons. One of their number, Marjorie Allen, one day proposed they

should have cocoa and make lunch a feature of the day. This small beginning led them far afield. They wrote to other schools having luncheon clubs for suggestions. Their own fine teacher gave them helpful talks on the values of different foods and on menus for meals at home. They practiced at home the tested and time-honored recipes of their elders. By the way, the recipes found in each chapter come from leaders in the fine art of cooking. Water supply, disposal of waste, convenient kitchen arrangements, economical but appetizing and nutritious dishes, became to them questions of deep interest.

This series of talks will give real help to the deepening feeling that the making and ordering of a home is a real profession.

Agricultural Arithmetic.

By W. T. Stratton and B. L. Remick. 239 pages. Price, \$0.50. The Macmillan Co., New York, Chicago.

Specialization is limiting even textbooks in arithmetic. Fundamentals are unchanged. Two plus two still make four, but their application may be novel.

As one result of this tendency, here is a brief course in arithmetic for students interested in agriculture. The data of the problems relate directly, or indirectly, to matters connected with agricultural life. Problems in current construction, analyses of soils, effect of different fertilizers, accounts of expenses and returns from a crop on a given number of acres, construction of a rain chart from a precipitation table, are examples of the nature and variety of the contents. Answers are not given. Workers must verify their own work. These problems are interesting reading, should be interesting work. As all data are based upon the most recent reports from various state experiment stations and from the United States Department of Agriculture, these data are authoritative and should be practical. Well, "practical" is a present day watchword!

Twelve Plays for Children.

By Elizabeth F. Guptill. Paper, 160 pages. Price, \$0.30. Beckley-Cardy Co., Chicago.

The sub-title, "Humorous, Wise and Otherwise," may tell the author's aim in writing these

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Oral English.

By Antoinette Knowles. Cloth, 370 pages. Price, \$1.20. D. C. Heath & Co., Boston.

This book offers a very complete high-school course in the art of public speaking. It begins logically with voice training, reading and declamation. The author insists that all public speaking consists of the expression of thought and consequently she discards set rules for inflection, gesture, etc., and urges that the student study what he is to read or speak so that his hearers may "get the picture or the feeling" as he has mastered it.

The succeeding sections of the book take up the mechanics of Oral English—composition, argument and persuasion, and types of public addresses. Throughout the treatment is specific and clear and sufficiently brief so that the student is not confused by detail. An appendix contains outlines and subjects for speeches and debates and lists of suggestive material for study. Some of the last mentioned addresses appear hardly suited to high-school students and ought to be eliminated.

Robinson Crusoe.

By Daniel Defoe. 356 pages. Price, \$1.25. J. B. Lippincott Co., Philadelphia.

The reviewer's first acquaintance with the life and adventures of the immortal Robinson Crusoe was made in the pages of a dirty, worn volume, printed in small type on cheap paper, and illustrated with crude wood cuts. And while the charm of Crusoe's mishaps and triumphs was so absorbing that it has never worn away, he cannot but think how much pleasanter that first reading would have been had he had the present book with its inviting cover, its beautifully colored illustrations and its large, well-

spaced type. The boys and girls who receive this book as a Christmas gift, or draw it from the school library, certainly will enjoy the best which the printer, the illustrator and the binder can offer to make reading attractive.

TEXTBOOK NEWS.

St. Paul, Minn. Beginning January first, the board will replace antiquated and unsatisfactory texts with modern books. The selection of books will be done thru special committees of teachers acting under the authority of Supt. E. C. Hartwell and the teachers' advisory board.

The advisory board will be executives of the special committees and will invite other teachers to serve. Each committee will consist of six to ten teachers who use the books which are to be selected.

The new plan permits of a fair and unbiased selection of books by teachers who are most conversant with the respective subjects. It eliminates altogether commercial advantages and political pull.

Two Gregg writers were engaged by President Wilson to report his speeches during the recent presidential campaign. They were Mr. Charles Swem, who has been in the service of the president for some time, and Mr. Joseph M. Shaffer, a young stenographer who has just entered professional work.

Mr. Shaffer won the world's championship for accuracy in the speed contest held in Chicago in December, last, writing 175 words a minute on solid matter for a period of five minutes, and transcribing his notes with but one error.

How shall a city superintendent handle his Board of Education so that he may be able to secure maximum results for the pupils under his supervision? Some superintendents keep the Board members busy with petty details of business administration, not taking these men into his confidence regarding his ideas for changing conditions. Such a superintendent is usually either of the over-cautious do-nothing type or an educational self-satisfied autocrat. He does not wish or expect his Board or teachers to be familiar with current educational discussions. The other type of superintendent is the one that takes his Board and the public into his confidence, and discusses with them educational con-

ditions and possibilities. He keeps in touch with current tendencies and keeps his Board informed. The superintendent that adopts the latter plan of dealing with his Board keeps them supplied with the best professional literature on school administration. For this purpose the best single book yet published is Cubberley's "Public School Administration," recently published by Houghton Mifflin Company. It is peculiarly a book for city superintendents and members of city school boards, but many topics of general interest are discussed. For instance, should women be on the Board? How should Board members be selected, by election or appointment?

A teachers' course in Gregg Shorthand has been opened at the New York Training School for Teachers. More than three hundred instructors have enrolled.

The classes, which are conducted under the auspices of the Gregg Shorthand Federation, are intended to train teachers for work in the junior high schools and aim to give a thorough knowledge of the principles of shorthand as presented in the Gregg Manual. Sufficient dictation is given to insure skill in writing.

Teachers of typewriting will be pleased to know that the New York Board of Education has placed "Advanced Typewriting and Office Training," by M. E. Zinman of the Bay Ridge High School on the official supply list for 1917-1919. It is published by Isaac Pitman & Sons, 2 West 45th Street, New York.

Brigham and McFarlane Essentials of Geography (American Book Company) have been recently adopted in Detroit, Toledo, Pueblo, Appleton, Wis., and more than one hundred other towns and villages. They have been introduced in seventeen county training schools in Wisconsin.

MR. PECKHAM JOINS PARKER P. SIMMONS COMPANY.

Parker P. Simmons & Company, New York City, have just announced that they have secured the services of Mr. Allen Peckham, who will act in the capacity of vice-president of the firm. Mr. Peckham is well known in the eastern school-book field, especially in New York state and the city of New York, where he traveled as the

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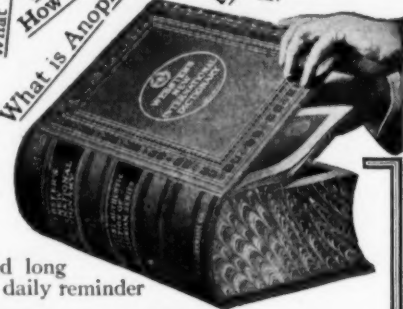
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representative of Silver, Burdett & Company for a number of years.

Mr. Peckham is a graduate of the Lansingburgh Academy and taught for five years in the schools of eastern New York. In 1900 he retired from schoolwork to enter the school-book field. His work in the school-book field began with his employment by Silver, Burdett & Company as their representative for eastern New York and the metropolitan territory, which he continued to hold for a number of years.

In 1908, Mr. Peckham resigned to become the representative of Newson & Company in New York, New Jersey and Pennsylvania. He remained with the Newsons until 1914, when he consented to return to Silver & Burdett as their New York manager.

Just recently, Mr. Peckham has accepted the offer of Simmons & Company to become vice-president of the firm, a position which calls for considerable skill and business judgment. In his new position, Mr. Peckham will be associated with the business heads of the firm and will have under his direction a part of the work connected with the editorial end of the business.

He Got the Adoption.

Some years ago Mr. C. W. Taber, who is western manager of J. B. Lippincott Company, was connected with a well known dictionary house and traveled thru the state of Missouri in quest of county adoptions.

In one village near the Arkansas border he stepped into the county superintendent's office to find that official ordering another bookman out of the place. When the offending worthy had departed with a slam of the door the superintendent turned to Taber.

"Well," he said, angrily, "are you another of those book agents? You fellows make me so mad with your insistence that I can't find words to express my feelings."

"Then I'm the very man you want," answered Taber, "I'm representing the ——— dictionary." Involuntarily the superintendent laughed.

Then for an hour Taber talked crops, oil, good roads, and Fords, but never mentioned dictionaries again. He got the adoption.

PUBLICATIONS.

Progress—A course of study in history arranged for the grades of the Sioux City (Iowa) Schools. 1916-17. M. G. Clark, Supt. The pamphlet gives the aim of the course, the subject matter, the method used, and the results as portrayed in the halftone engravings.

Feeding the World. Bulletin No. 6 of the Occupational Series issued by the board of education at Minneapolis, Minn. The pamphlet is a reprint of Chapter XI of the Minneapolis Survey Report and has been printed by the Dunwoody Institute. The pamphlet discusses the question: What Vocational Education is Needed for the Flour Mill? It goes into detail regarding the supply and demand for trained workers, the hours of labor, the selection and promotion of workers, the demand for men in the loading department, the qualifications demanded, the length of the working day and the scale of wages; the demand for oilers, the pay, qualifications and chances of advancement; the demand for elevator men, pay, qualifications and chances of advancement; the number of loader foremen needed, the pay, qualifications, and chance of advancement. Information is also given relative to the wheat cleaning department, the grinding and bolting department, testing department, maintenance and repair department, and power department. The city has five public or semi-public institutions where vocational training may be had thru day or evening courses.

Financing the Minneapolis Schools. Monograph No. 2, Series of 1916-17, issued by the Minneapolis Board of Education. F. E. Spaulding, Supt. The pamphlet endeavors to show the sources and amounts of the school revenues and the way they have been expended. No attempt has been made to measure educational values. Among the subjects discussed under revenues are (1) General property tax, (2) special taxes, (3) state aid, (4) school bonds. Under expenditures are discussed (1) Minneapolis school expenditures as compared with twenty-five leading American cities for the five-year period from 1911 to 1915 and (2) the expenditure per pupil, exclusive of the cost of general control. A third

section takes up the growth of school expenditures per pupil for both elementary and high school students, from 1903 to 1913. A number of diagrams and graphs give the reader clues to the points brought out in the text.

Methods of Sampling Delivered Coal. By Geo. S. Pope. Bulletin 116, 1916, Department of the Interior, United States Bureau of Mines. Published by the government at Washington, D. C. The bulletin, which is a revision of Bulletin 63 published by the Bureau of Mines, is intended for the use of purchasers of coal, for municipal or private use, in order that they may be informed as to the sampling of deliveries and the preparation of specifications for purchases. The pamphlet will be of particular value to school boards who purchase large quantities of coal for the use of the schools. It gives the practical considerations to be met in the purchase of coal, the method of sampling, specifications and proposals for bituminous and anthracite coal, and information on the price and payment for coal delivered. There is a list of fuel publications.

Financing the City of New York. Two lectures by Wm. A. Prendergast, comptroller. The pamphlet discusses the purposes of city expenditures, the five classes of accounts, city debt, improvements which are not self-supporting, and debt incurring power.

The Visiting Teacher in New York. By Harriet M. Johnson. Published by the Public Education Association of New York. The pamphlet discusses the scope and function of the visiting teacher's work.

Massachusetts Public School Administration. Prepared by Mr. Francis G. Wadsworth, Agent of the State Board of Education, Boston. This is a compact guide, or manual outlining the respective duties and responsibilities of school boards and superintendents. The manual is based upon the school laws of the state and is made up largely of recommendations and opinions of school board members who met in convention in various sections of the state during the year 1915. A similar pamphlet would be of immense service in every state.

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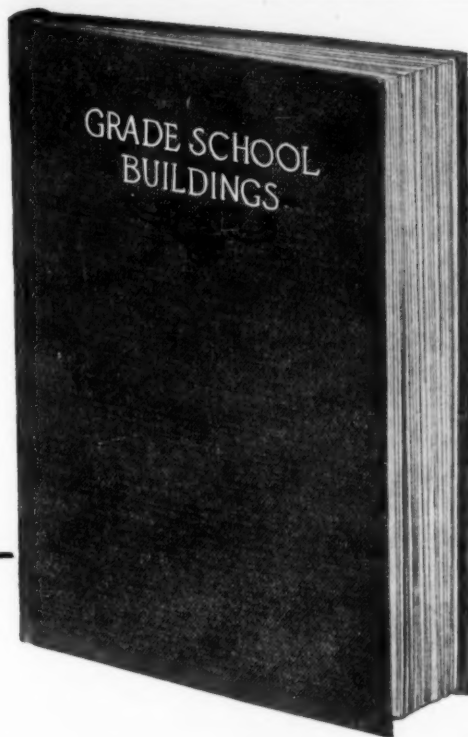
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THE WORK OF THE NEW YORK BUREAU OF COMPULSORY ATTENDANCE.

(Continued from Page 22)

he was sitting in the front of the classroom, near the blackboard, the glasses he was wearing made the figures on the blackboard indistinguishable. Do you wonder that he preferred to stay out of school? Proper glasses were procured for the boy and he has been getting along well ever since.

In studying the case of another lad, we found peculiar conditions at home—good physical surroundings, with a stepmother and the boy's own father. It was a case of "my" children, "your" children, and "our" children. As the father was at home very little, the boy was not receiving the attention from the stepmother that he might have received had the father been at home more. The case was referred to us thru the court. One of the attendance officers found a good home for the boy, where he would receive a good education and would be properly looked after as he grew up. The boy is now in his new home, thanks to the efforts of the attendance officer. He is faithful in his school work and is very happy in his new surroundings.

A girl was reported as being absent, possibly a truant. When the attendance officer went to investigate the case he found that the mother and three other children, all younger than the one he was seeking, had been dispossessed and their furniture placed on the street. The widowed mother was at her wits end; she did not know which way to turn until the attendance officer appeared on the scene. He secured shelter for them for the night, and on the following day thru the Evening Mail's Save-a-Home Fund, money was obtained which enabled him to move

the family to new quarters and pay their rent. At the same time, Mrs. Walsh, the head of the Child Welfare division in Brooklyn, supplied the family with groceries and clothing. The girl was returned to school and has been attending regularly ever since.

Lastly, I will cite a case that, altho it had nothing to do with truancy, will show how one division of our bureau overlaps and helps another. One cold, snowy day last December, the district supervising officer in charge of the newsboy squad, found a girl selling newspapers in front of a prominent bar-room. She was a sweet-faced, modest appearing girl, neatly but very poorly clad. Her thin clothing was but a poor defence against the inclement wintry winds which were swirling the snowflakes about her. As she was only 14 years of age, she was violating the law, and it was the duty of the attendance officer to stop the violation. He did. At the same time, he notified Miss Cafferata, the head of the Child Welfare division in Manhattan and Bronx, of the girl's name, residence, and the conditions under which he found her. Miss Cafferata visited the home and found the family in dire distress. There was no food in the home; the father had been out of work for four months; the mother was confined to bed with a severe attack of rheumatism; the girl who had been selling newspapers had no soles on her shoes; a young brother was without shoes or proper clothing; a younger sister had no shoes nor dress, and the baby was ill in bed. It is needless to say that the children of school age were not in school. What did the attendance officer do in this case? She secured work for the father, and thru the kindness of Dr. Pisani, a member of the Board of Education, new shoes were provided for all the children, dresses for

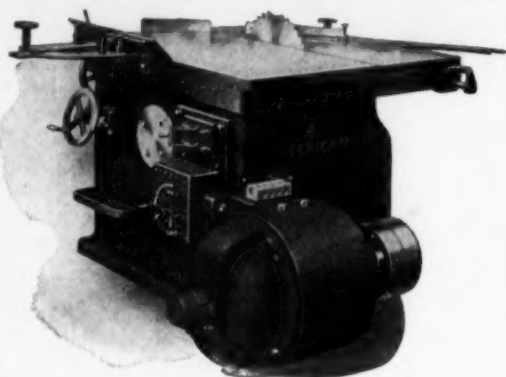
the two girls, shirtwaists for the boy, while a nurse was sent to look after the health of the baby. This family was benefited and made happier by the visit of the attendance officer and the non-attendance of the children at school ceased.

Now as to the gang: I mean the gang of older boys—seventeen, eighteen, nineteen years of age—that induces and seduces the younger boys to play truant so that they may be brought up in the ways of the older gangsters. The gang is a very grave danger and menace to the city, and generally speaking, this is where criminality begins.

Under a working arrangement between Police Commissioner Woods and our bureau, the police apprehend any boy of school age found on the streets during school hours, and take him to the nearest public school where he is turned over to one of the attendance officers. As corollary to this, the Police Commissioner has promised that the leaders of gangs will be taken care of by the police.

This leaves but one other topic to be spoken of: The boy who takes out working papers with no intention of working. As you doubtless know, the board of health notifies the bureau of attendance of the number, date, and the name of every person to whom working papers are issued. Each case is investigated automatically after ample opportunity has been given to each child to obtain a position. If the child has not secured a position, he must return to school.

We do not propose to permit boys to loaf on the streets behind the protection of working papers. In some instances, boys have refused absolutely to go to work or to return to school. When this has occurred, the boy has been committed to the truant school.



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With the consent of the Board of Superintendents, the principal of School 188B, Manhattan, Mr. Edward Mandel, recently made the experiment of organizing a special non-employment class. The members of this class were largely pupils who were found on the streets with working certificates but not working. Mr. Mandel put one of his best teachers in charge of the class and specialized work was given them. As Mr. Mandel says, "A sort of educational Aladdin's lamp was given to each pupil, and he was told to rub it at will."

A course of study along commercial lines was mapped out, consisting of the following subjects: Commercial arithmetic, commercial English, stenography, typewriting, office practice, civil service, telephone and transit problems of New York City railway lines.

Six periods of forty minutes each were devoted during the afternoons to teaching the boys the practical use of tools, while a 30-minute gymnasium period and a 30-minute reading period were provided for each day as well. The books for the last mentioned purpose were sent periodically by the travelling library from a list furnished monthly by the teacher. It must be remembered that the register and attendance in a class of this kind are in a state of constant flux and that the means adopted for measuring success in the ordinary class cannot be used

here. During the year the class was in operation, 106 boys were registered. Of these, 39 have secured employment as printers' apprentices, errand boys, switchboard operators, brokers' messengers, and salesmen. Two boys were sent to the district superintendent to assist about the office, and incidentally to get first-hand knowledge of office practice. Six boys were temporarily placed by the teacher-in-charge in the municipal workrooms. One illiterate disappeared without leaving any trace of his whereabouts, while the other, after learning to write his name and recognize the printed alphabet, became a butcher's assistant. Eight have registered in various courses in the east side evening high school, and the remaining boys are still on register.

As you can see, prevention rather than punishment is the doctrine of this bureau.

RIGHTS OF PUPILS IN PUBLIC SCHOOLS.

(Concluded from Page 29)

this was not the money appropriated by the legislature to the education of the children living outside the city. Hence it could not be said that the city was deprived of its property without due process of law (58 L. R. A. 170). Granting all this, however, the correctness of this decision is very doubtful, because (1) it may well be unreasonable discrimination against a city to compel it to use the funds received from the county and state for the education of children living outside the district, when other districts are not compelled to do likewise; (2)

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it may well be considered the taxation of one part of the state for the benefit of another part, contrary to the constitution. A statute which levies a tax upon a town for the purpose of educating children outside of the town, but within the limits of the school district, has been held unconstitutional, as it taxes the town to educate the entire district (17 S. W. 197), and this, it is submitted, is the better view (49 L. R. A. 343).

If a statute providing for the education of a child outside of its home district imposes a charge upon said district equal to the per capita cost of education in the district where the child attends, obviously the property of one district is not taken for the benefit of another and the statute is constitutional (10 So. 57; 70 N. E. 246). It is inexpedient, however, for a statute to fix an arbitrary charge for tuition upon the home district in favor of the district where the child attends, because it is improbable that it will exactly tally with the per capita cost of education in the latter district; and if it does not tally, the property of one of the districts is being taken for the benefit of the other, and by the better view the statute is unconstitutional. One court has presumed that an arbitrary tuition charge does not tally with the per capita cost of education where the child attends (49 L. R. A. 343), another court has presumed that it does tally in the absence of proof to the contrary (24 L. R. A. N. S. 1104), but regardless of which presumption is indulged, in most cases it doubtless can be shown not to tally in fact.

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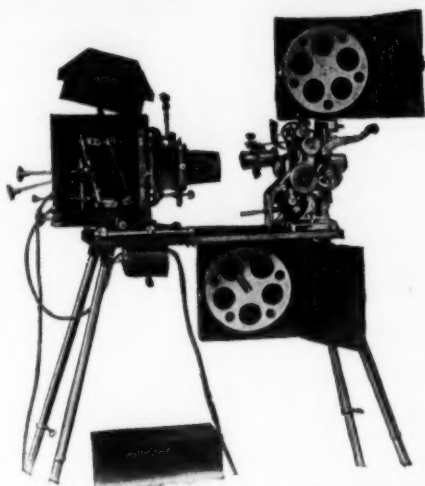
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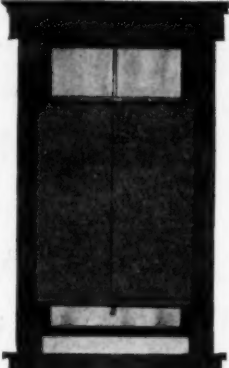


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mation.

A STUDY IN SCHOOL SUPERVISION.

(Concluded from Page 19)

"Have a sense of humor." "Teach model lessons for us." "Give us encouragement." "Radiate a co-operative spirit." "Give us less of adverse criticism and more of helpful suggestion." These phrases set forth the desire of the excellent teachers who reply to the present inquiry.

"In a supervisors' class in a College Summer Session the question was put, 'Suppose a teacher conscientiously differs with her superior on a measure of his, shall she approach him, and what shall he do with her?' Shall she approach him? Well, most prefer to play jellyfish, they've learned by sad experience. 'Put her out!' sprang from the lips of one superintendent noted for arrogance. Fortunately that dictum met with dissent, theoretically. Not to go into the pros and cons of the discussion it was decided that she should at least be 'heard out.' I cite the instance to show the intemperance, the snap-judgment, that makes so many supervisors so hard to meet on cordial ground."

A few additional short extracts must suffice for this part of the discussion: "Supervision may be made more effective when a severe line is drawn between executive ability and actual supervision—and when much emphasis is put on the latter."

"In our township in September a normal graduate was dismissed at the end of the third week of school. She had had no experience and her discipline was poor. Our supervisor gave her no help whatever and she was obliged to give up her position."

"A supervisor should get into closer touch with the pupils themselves. Too often, I think,

this relationship is artificial."

"Supervision will become more effective when the supervisor can spend more time on supervision and less on clerical work."

"An occasional kindly criticism or a deserved word of praise would give a teacher confidence. It is not pleasant to do one's best day after day without being told whether or not the work is satisfactory. Neither is it kind to allow a teacher to fail without being told she is doing poor work. It hardly seems necessary for me to say that it causes ill feeling if a teacher is criticised either before other teachers or before her class, but I have known both of these to happen with unpleasant results."

"It seems to me that now and then a teachers' meeting could be made helpful by throwing it open for discussion or conference among teachers regarding some common problem. Perhaps this is done in some places, but not in our school."

"Supervision may be made more effective by more thoughtful and helpful criticism of our work. I never feel as if I had gained much from a supervisor's visit unless he gives me some criticism of my work and new ideas or methods of teaching."

"If a supervisor will recognize that experience and earnest effort on the teacher's part are assets, then together they can work, plan, and 'make good.' Teachers who have the right spirit are only too willing, eager, and glad to co-operate with supervision."

It seems hardly necessary to present a general summing up of the 31 letters that have contributed to this discussion. Suffice it to say that the impression one gets from a frequent and

careful reading of these letters by high-class teachers of at least three years of experience under supervisors is that in their view supervision is far from what it should be, and from what it must be if our schools are to increase in efficiency. It is evident that supervision fails fully to utilize the dynamic power of the teaching body. There is a lack of intelligent generalship, and therefore the army fails to reap great victories however brave and capable the rank and file.

There is one strain that recurs thru these letters as insistently as a motif in a Wagner opera, and that is the desire for sympathy and encouragement. "Have the grace to tell us when we do well!" is the common exclamation that often implies a yearning for approval—an unfilled hunger for appreciation. These letters unquestionably indicate a general feeling that supervisors blame too much and praise too little. As between the supervisor who visited sixty teachers and told each she had the best school in the county and the supervisor who leaves only destructive criticisms in his wake, give us the former. It is not necessary for the supervisor to build his reputation on a foundation of bruised hearts. On the contrary the finest school work is done in school systems in which supervisors and teachers form a co-operative society of which the motto is "Each for all and all for each."

Finally, teachers not only recognize the need for supervision, but are grateful for its beneficent workings. All they want is that the supervisor should be a man and know his job. To such an one they are ready to give unswerving devotion.

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is essential for the health and happiness of the boys and girls in your schools.

There are germs in the air in a schoolroom all the time. Just step into a room where the sun is streaming in thru the window and notice the fine particles of dust floating in the air. Every particle is filled with a countless number of germs.

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Do not delay giving attention to a matter of vital importance. Remember, the children of today will be the citizens of tomorrow.

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Full information gladly given.

THE UNITED ELECTRIC COMPANY

7 Hurford Street

CANTON, OHIO

MEDITATION OF A MEMBER OF A BOARD OF EDUCATION.

(Concluded from Page 16)

these funds and every child who attends school regularly reduces the expenses of the district.

I am aware that years ago the Legislature enacted compulsory education laws. The law requires that every Board of Education shall appoint one or more attendance officers. I will use my influence to see that a suitable attendance officer is appointed and that he does the work for which he is employed. I believe that an attendance officer who works with the parents on the one hand and with the principal and teacher on the other in a spirit of co-operation and mutual understanding is, all other things being equal, the most capable attendance officer. I will back him up when he does his work well.

I am aware that the State law requires that every Board of Education shall appoint a medical inspector who is a competent physician. It is my duty as a member of the Board of Education to obey the law and to see that the medical inspector does his work. The health and lives of children are too important matters to be trifled with and I will not assume the responsibility of attempting to disobey the laws of the State.

The law requires that the United States flag shall be displayed on or near public school buildings during school hours. What excuse have I, as a member of a Board of Education, for violating this plain provision of the law of the State?

I will attend the meetings of the Board of Education regularly. I will promptly do any committee work to which I am assigned. I will endeavor to see that the business of the Board is done with dispatch and yet with appropriate

deliberation. I will endeavor not to be tedious in my remarks in the Board of Education. I will try to see that the business which ought to be accomplished in half an hour does not take three times as long.

I will see that the district clerk keeps the records of the meetings faithfully and accurately, that he answers communications promptly and that he presents to the board all communications addressed to the board.

I will welcome suggestions and recommendations from the superintendent about the improvement of the schools, even tho the adoption of such suggestions will cost something. I believe in holding the superintendent responsible for the progress of the schools; if he is to have this responsibility he must be given large powers by the Board of Education in respect to the organization of the schools, selection of teachers, promotion of pupils, planning of the course of study, choice of textbooks.

I realize that the work of a live, active superintendent or supervising principal has become increasingly complex and difficult with the increase in the activities of a modern school system. His responsibilities, therefore, have become larger. I must not withhold from him praise, support and encouragement, nor should I fail to suggest to him ways in which his work may be bettered.

I realize that it is difficult for a member of a Board of Education to please everybody. Decisions must be made which are likely to be unpopular with some persons. I believe that a member of a Board of Education should have courage and backbone to do those things which he believes to be for the educational interests of children. I do not believe that I should oppose a new departure in the schools because it is

"new." I am convinced that the schools may be better than they are and this end cannot be reached if I oppose without careful study and investigation new practices in education.—*N. J. State School Bulletin*.

FINANCIAL PRACTICES IN CITIES AND TOWNS BELOW TWENTY-FIVE THOUSAND.

(Continued from Page 21)

Relative to fluctuation and variation, Superintendent Richard Netz, of Owatonna, Minn., stated in an article entitled, "The School Budget:"¹¹ "The ideal budget will be one that does not show a great variation from year to year, but keeps the rate of taxation about the same, with the gradual increase added as needed. Taxpayers, as a rule, will protest if there is a sudden large increase, but if the latter is gradual, it is not so noticeable. The increased salaries, the general increase in the cost of supplies and fuel, and the added vocational studies have made a constant increase in school budgets necessary."

"Don't make the mistake of lowering your budget unless you have very good reasons for doing so. Rather have a surplus to work with than a deficit to make up. I presume the greatest fault lies in not making budgets large enough, as we hardly ever find a school that has sufficient funds to carry on the work without being handicapped here or there. There are so many unlooked for items springing up during the year."

11. School Board Journal, January 1914, p. 13.
(To be Continued.)

Vocational Guider—So you would like to go into business? What sort of a position would you like?

Boy—Isn't there such a thing as a sleeping partner?

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Red Color—soft and pliable.
Especially designed for school
use. Made in sizes 4, 8, 20,
30, 40, 60, and 80 pieces to
the box.

She Would Not Call Names.

The county superintendent of schools, Miss Whitehead (whose hair was almost white) was paying a visit to a country school. At the close of the school, when the children went trooping out, each one said, "Good-by, Miss Whitehead!" But one little girl, with red hair, said nothing, and hung her head. As she was about to pass, Miss Whitehead put out her hand and said:

"Nellie, are you not going to say good-by to me, as the others have?"

"No, I'm not," answered Nellie. "I know what it is to be called 'Miss Redhead,' and I am just ashamed of the others."—*Youths Companion*.

Caught Them Moving.

A camera man, working for the educational department of a film company, met an old farmer coming out of a house in one of the middle states and explained his presence on the place thus:

"I have just been taking some moving pictures of life on your farm."

"Did you catch any of my laborers in motion?" asked the old man curiously.

"Sure I did."

The farmer shook his head reflectively and then said:

"Science is a wonderful thing."

History from the Nursery.

Miss Smith, the teacher, says *Harper's Magazine*, was hearing the history class. The pupils seemed unusually dull on that particular occasion, and in vain did the teacher try to get them to give correct answers. At last she looked at the child who was her star pupil.

"Now, Elsie," she said, "Mary followed Edward VI, didn't she?"

"Yes, ma'am," replied the little girl.

"And now, who followed Mary?" asked the teacher hopefully.

All was silence for a moment, and then Elsie raised her hand.

"Yes, Elsie?" queried the teacher. "Who followed Mary?"

"Her little lamb, teacher," said Elsie triumphantly.

Applied History.

First Professor—"My dear colleague, I'm a little puzzled. When did the first Peloponnesian war begin?"

Second Professor—"431 B. C."

First Professor—"Quite right, quite right. That is the number of my doctor's telephone. I was to call him up and tell him my wife is sick."

"Ikey, vat did you learn at school today?"

"Der principles of interest, fadder."

"Ikey! Doan't you know dot der right kind of interest has no principles!"

Suffering from Climate.

Miss Primer (to new associate): Do you suffer from the climate?

Miss Grammar: Yes, our principal spent the summer in California and refuses to talk about anything else.

Quantity, Not Quality.

Engineer—I want a Webster's largest size dictionary.

Librarian—We have none in now except the small ones.

Engineer—Naw, this is important; there's a leg missing on my dresser.—*Chaparral*.

Perfectly Honest.

First Student—I say, old chap, do you know that, though you were out, your lamp was burning till quite late last night?

Second Student—Yes, I know; but my father always looks at my accounts to see how much lamp oil I have burnt, and I can't bear swindling of any kind.—*Fliegende Blaetter*.

They Knew Him.

"The kids in this town must have heard all about me before we moved here," boasted Jimmy on the day after the family's arrival.

"Why, how could they, son? There's no one here that knows us," interrupted his mother.

"I don't care, it's so just the same," persisted the lad. "Just as soon as I came in the school yard this morning, they all yelled, 'Hello, Brick-top!' just the way they used to do at home."

Teacher: "What great difficulty was Demosthenes compelled to surmount before he became an orator?"

Sophomore: "He had to learn how to talk Greek."

Compulsion.

Teacher: If that bad boy insists on carrying a chip on his shoulder you shouldn't recognize him.

Boy: I didn't so long as he kept it on his shoulder. But when he took it off and hit me in the eye with it I had to do something.

Answered.

"Dad, what do they call a man who eats only vegetables?"

"A vegetarian, son."

"And one who eats people?"

"A humanitarian. Now run along and play."

Art History.

"This artist," remarked the teacher at the conclusion of the drawing lesson, "painted many other beautiful pictures, which were hung in the galleries of Paris. Now I want you little boys and girls to write me

a composition about this great painter."

One of said little boys wrote, "The artist painted many beautiful pictures, for which he was hung on the gallows in Paris."—*Sunday Magazine*.

Which Was Worse?

Two college chums drifted apart after graduation and met ten years later. Neither had achieved much success, and one had become a waiter in a cheap restaurant.

"Why, old man, you down to a waiter, eh? Gracious, how you have fallen! And in a restaurant like this, too!"

"Yes," replied the waiter sarcastically, "but I don't eat here, thank goodness."

Corrected.

President Robert J. Aley of the University of Maine, declares that traffic policemen in the large cities are the most genial and helpful of public servants. As proof of his contention he recalls an experience which he had last summer while attending the convention of the National Education Association. Dr. Aley was seeking an address of a financial firm in the lower city and approached a policeman with the request: "Will you please direct me to Dey Street?" pronouncing the name as if spelled day.

"Certainly, Doctor," said the officer, "it is two blocks south. And the pronunciation is Die Street."

Memorizing Two Pages.

A governess, missing her little charge, found her finally in the garden gazing intently at a rose.

"What are you doing here?" said the governess.

"I was watching the petals of this rose unfold," said the child.

"Don't you know you ought to be in the house studying your botany lesson?" said the governess.



"I hear your husband has lost his school-board job."

"Yes."

"What does he expect to do now?"

"Well, unless he can get reinstated pretty soon he will have to go to work somewhere."

Educational Trade Directory

The names given below are those of the leading and most reliable Manufacturers, Publishers and Dealers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms

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L. O. Draper Shade Co.
Frampton Window Shade Co.
The Aeroshade Company.
Suprema Shading Works.
Caxton School Supply Co.

AIR SCHOOL FURNITURE.
Empire Seating Co.

ART MATERIALS.
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Eagle Pencil Co.
American Crayon Co.
Devoe & Reynolds.

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Sosman & Landis.

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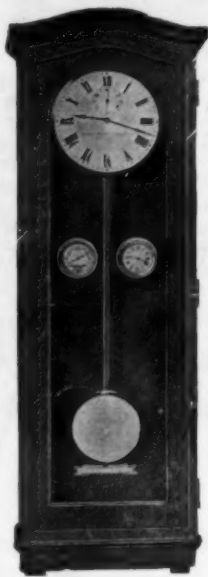
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